

# Westampton Township School District

## Physical Education and Health Curriculum Guide

Kindergarten – Eighth Grade

Approved by Westampton Township Board of Education: February 13, 2023



# **Westampton Township School District**

## **Physical Education and Health Curriculum Guide**

**Kindergarten – Eighth Grade**

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# Table of Contents

Introduction	<b>Error! Bookmark not defined.</b>
District Mission Statement	
Vision Statement	
Curriculum and Instruction Vision Statement	6
Comprehensive Health and Physical Education Philosophy	6
Philosophy of Adapted Physical Education	7
Curriculum Guide	7
Alignment of Physical Education Units – Kindergarten through Eighth Grade	9
Alignment of Health Units – Kindergarten through Eighth Grade	10
Comprehensive Health and Physical Education Curriculum	<b>Error! Bookmark not defined.</b>
Kindergarten through Second Grade	12
Third Grade through Fifth Grade	21
Sixth Grade through Eighth Grade	30
Support Documents	41
Board Policies Applicable to Curriculum	42
Curriculum Revision Commentary	48
Modifications and Extensions: A Guide for Differentiated Instruction	50

# Introduction

### **District Mission Statement**

The Westampton School District, in partnership with its Community, shall do whatever it takes to ensure that every child achieves or exceeds proficiency in the current New Jersey Student Learning Standards.

Be open! Be creative! Be accountable!

### **Vision Statement**

To create a climate where the Community and District support the instructional process by incorporating an effective, comprehensive communication system that incorporates the whole child as its driving force involving parents, staff, and the Community by utilizing appropriate data to challenge the students and teachers to maximize each student's level of achievement.

### **Curriculum and Instruction Vision Statement**

Westampton Township School District's Office of Curriculum and Instruction is committed to supporting, implementing, and supervising Preschool – 8 curricula that is rigorous, meaningful, differentiated, culturally responsive, and academically challenging to ensure that students receive high-quality instruction that promotes excellence and high expectations, prepares all students for the rigors of high school and postsecondary education and produces dynamic student achievement and lifelong learners.

### **Comprehensive Health and Physical Education Philosophy**

Comprehensive Physical and Health education is vital to the development of all children in that physical, social, and emotional health support the pursuit of intellectual and cognitive health. In other words, the goal of education should be to educate the whole child, providing him/her with a well-rounded experience that will support both academic student achievement and physical wellness. Therefore, physical education programs and curricula must provide every student with multiple opportunities to participate in a variety of physical activities and experiences that support and develop a commitment to lifelong fitness, health awareness, and well-being.

In the physical education and health program the activities should be sequential and age-appropriate, where teachers are aware of the dynamics of physical development of children. All students should feel safe and supported in the physical education and health program. Therefore, cooperative activities are encouraged, where everyone can participate and experience measures of success. Student participation and effort should be valued and their learning is scaffolded to meet standards to support the development of self-esteem and positive self-concept, which often is associated with one's understanding of his/her physical fitness. Instruction should accommodate a wide range of learning styles, be modified for students with special needs, while also challenging students who demonstrate athletic giftedness.

It is also important to understand that health education and physical education are separate disciplines, though they complement one another. Therefore, it is beneficial to develop instruction objectives that integrate physical fitness, social interaction, psychomotor skills, and cognitive skills. It is also important that

students are assessed and provided feedback so they can build the capacity to transfer the knowledge and skills acquired in the physical education and health classrooms into personal habits that produce lifelong health and wellness.

## **Philosophy of Adapted Physical Education**

Adapted Physical Education is the philosophy of providing an individualized physical education program to students with documented disabilities or injuries and illness that may exceed a four-week period. Students who qualify for Adapted Physical Education include people with disabilities as specified in the *Individuals with Disabilities Education Act* (IDEA), specifically those children with Individual Education Plans and/or 504 plans. The goal of Adapted PE is to teach these students in the least restrictive environment, with adaptations, or modifications, to the curriculum so that the curriculum is as appropriate for persons with disabilities as it is for persons without disabilities.

Adapted physical education ensures that all students are afforded the opportunity to fully participate in physical education activities in areas including equipment, environment, instructions, rules, and assessment. Therefore, the curriculum must ensure that it is flexible and offers the appropriate modifications that support an Adapted PE program and/or plan, when necessary.

## **Curriculum Guide**

The Physical Education and Health Curriculum is developed to reflect the mission and vision of the Westampton Township School District and is guided by the 2020 New Jersey Student Learning Standards. Its content, which includes instructional objectives, teaching strategies, learning activities, assessment, and resources, are tools that should be utilized throughout the school year by teachers to ensure that all students receive a rigorous, standards-based instruction.

In the elementary comprehensive physical education and health program, the curriculum is organized in units, designed to introduce students to the basic skills and knowledge that is necessary to participate in a variety of physical activities. In health classes, they are taught basic skills that will help them to make decisions to promote a healthy lifestyle. In Grades K – 2, the curriculum is designed to promote the development of motor skills, the understanding of physical activity on one's mind and body, as well as the benefits of physical wellness and activity in the development of positive interpersonal and social interaction. Each student is encouraged to achieve his/her own level of success and the primary modes of assessment are effort and participation.

Grades 3- 5 units are designed similarly to Grades K – 2. However, students are prepared to begin applying the basic skills they have learned in the previous grades as they are introduced to modified game situations or health topic scenarios where the skills they have learned must be applied. The assessments remain effort and participation. However, the accountability for demonstrating and applying knowledge increases as students are required to demonstrate a greater capacity for understanding the unit's theme or focus.

The units of the middle school health and physical education program extend the skills and knowledge taught at the elementary level by scaffolding the students' knowledge, and challenging them to think more critically about the theme or unit. Students are also required to apply their learning in authentic situations, using performance tasks as the primary source of assessment.

By the end of eighth grade, the goals of the comprehensive physical education and health program are that students are proficient in most physical activities, have developed motor skills and coordination, while also achieving a desired level of physical fitness. Students also have learned to demonstrate responsible behavior in a variety of settings and situations, while also developing the capacity to understand and respect differences. Through physical education and health, students acquire principles that will lead to a lifestyle of positive social interaction, physical and mental wellness, and self-realization.

This guide is ongoing and will continue to evolve as research changes and classroom practice determines new ways to teach students and increase student achievement. This document allows for ongoing dialogue and contributions by teachers and administrators to ensure that this guide provides the best education possible for all students.



### Alignment of Physical Education Units – Kindergarten through Eighth Grade

Grades K-2	Grades 3-5	Grades 6-8
<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Cooperative Games</li> <li>• Basketball Skills</li> <li>• Track &amp; Field</li> <li>• Dance</li> <li>• Hockey Skills</li> <li>• Jump Rope</li> <li>• Rolling and Bowling Skills</li> <li>• Fitness/Exercise/Stretching</li> <li>• Baseball/Softball (Tossing and Catching)</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Cooperative Games</li> <li>• Basketball Skills</li> <li>• Track &amp; Field</li> <li>• Dance</li> <li>• Hockey Skills</li> <li>• Jump Rope</li> <li>• Rolling and Bowling Skills</li> <li>• Fitness/Exercise/Stretching</li> <li>• Baseball/Softball (Tossing and Catching)</li> <li>• Flag Football</li> <li>• Juggling</li> <li>• Lacrosse</li> <li>• Rugby</li> <li>• Badminton</li> <li>• Volleyball</li> <li>• Field Hockey</li> <li>• Kickball</li> <li>• Pickle ball</li> <li>• Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Soccer</li> <li>• Cooperative Games</li> <li>• Basketball Skills</li> <li>• Track &amp; Field</li> <li>• Dance</li> <li>• Hockey Skills</li> <li>• Fitness/Exercise/Stretching</li> <li>• Baseball/Softball</li> <li>• Flag Football</li> <li>• Juggling</li> <li>• Lacrosse</li> <li>• Rugby</li> <li>• Badminton</li> <li>• Volleyball</li> <li>• Field Hockey</li> <li>• Kickball</li> <li>• Pickle ball</li> <li>• Tennis</li> </ul>

### Alignment of Health Units – Kindergarten through Eighth Grade

Grades K-2	Grades 3-5	Grades 6-8
<ul style="list-style-type: none"> <li>• Character traits</li> <li>• Responsibility</li> <li>• Self-control</li> <li>• Personal hygiene</li> <li>• Wellness</li> <li>• Safety</li> <li>• Bullying</li> <li>• Disease</li> <li>• Medicine</li> <li>• Drugs/tobacco/alcohol</li> <li>• Stress</li> <li>• Families</li> <li>• Body systems</li> <li>• Conflict</li> <li>• Friends</li> </ul>	<ul style="list-style-type: none"> <li>• Personal wellness</li> <li>• Feelings/emotions</li> <li>• Illness</li> <li>• Injury</li> <li>• Respect</li> <li>• Families</li> <li>• Community</li> <li>• Bullying</li> <li>• Teasing</li> <li>• Self-care</li> <li>• Safety</li> <li>• First Aid</li> <li>• Digital Media</li> <li>• Boundaries</li> <li>• Mental health</li> <li>• Substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Mental health</li> <li>• Genetics</li> <li>• Family history</li> <li>• External vs. internal stress</li> <li>• Gender</li> <li>• Healthcare</li> </ul> <p>8<sup>th</sup> Grade:</p> <ul style="list-style-type: none"> <li>• Reproductive Health</li> <li>• Growth and Development</li> <li>• Violence and Abuse</li> <li>• Healthy Relationships</li> </ul>

# **Comprehensive Health and Physical Education Curriculum**

## Westampton Township School District

### Curriculum Guide

Grades K – 2 Content Area: Comprehensive Health and Physical Education

Theme/Unit: Health Rules and Safety	Suggested Sequence: 2 Marking Periods
<p><b>New Jersey Student Learning Performance Expectations:</b></p> <p>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical).</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing).</p> <p>2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.</p> <p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p> <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help</p>	
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"><li>• Many factors influence how we think about ourselves and others</li><li>• The environment can impact personal health and safety in different ways</li><li>• Potential hazards exist in personal space, in the school, in the community, and globally</li><li>• Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help</li><li>• People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy</li><li>• The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health</li></ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"><li>– Explain the meaning of character, using character traits, and how those traits are reflected in the thoughts, feelings and actions of oneself and others.</li><li>– Identify what it means to be responsible</li></ul>	

## Westampton Township School District

### Curriculum Guide

Grades K – 2 Content Area: Comprehensive Health and Physical Education

- List personal responsibilities at home and at school
- Describe how to demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- List personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe (i.e. personal hygiene, clean room/school, not littering, recycling, etc.)
- Identify healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety)
- Identify safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention)
- Recognize a variety of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- Define bodily autonomy and personal boundaries
- Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family
- Identify behaviors that would be considered unsafe (child abuse: e.g., emotional, physical)
- List trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing)
- Identify a person's back needs and describe what can happen when those needs are not met
- Explain personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions)
- Identify strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases)
- Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- Identify ways in which drugs, alcohol and tobacco, including some medicines, can be harmful and affect a person's health and safety

#### Instructional Materials/Resources:

- Charts/posters
- Role play scripts
- Hygiene models (toothbrush, soap, etc)

#### Suggested Vocabulary:

Character trait, responsibility, self-control, personal hygiene, safety, disease, medicine

## Westampton Township School District

### Curriculum Guide

Grades K – 2 Content Area: Comprehensive Health and Physical Education

	<p><b>Computer Science and Design Thinking:</b></p> <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats</p> <p><b>Career Readiness:</b></p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>9.1.2.FP.3: Identify the factors that influence people or spend or save (e.g., commercials, family, culture, society).</p> <p><b>Cross-curricular Connections:</b></p> <p>R.L.2.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</p> <p>2.MD.D10: Draw a picture graph and bar graph (with single-unit scale) to represent a data set with up to four categories.</p>
<p><b>Recommended Instructional Activities:</b></p> <p>Role playing</p> <p>Read, watch, discuss</p> <p>Write/Draw</p> <p>Instructional games</p> <p>Group work</p> <p>Q&amp;A</p>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>● Create a book about ways to prevent the spread of germs for younger students</li><li>● Create a poster reminding other students to only take medicine with adult supervision</li><li>● Create and act out an anti-drug commercial</li><li>● Create and act out a skit to say no to drugs</li></ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Highlight important information</li><li><input type="checkbox"/> Books on tape</li><li><input type="checkbox"/> Leveled readers</li><li><input type="checkbox"/> Reading window</li><li><input type="checkbox"/> Pair visual learners with auditory learners</li><li><input type="checkbox"/> Provide alternate form or assessment IE: projects, dioramas</li><li><input type="checkbox"/> Pair low level readers with high level readers</li><li><input type="checkbox"/> Retell story by drawing or speaking</li><li><input type="checkbox"/> Visual aids</li><li><input type="checkbox"/> Advance notice for tests</li><li><input type="checkbox"/> Provide a copy of notes</li></ul>

## Westampton Township School District

### Curriculum Guide

Grades K – 2 Content Area: Comprehensive Health and Physical Education

	<input type="checkbox"/> Provide study guide <input type="checkbox"/> Modified tests as needed
<b>Suggested Assessments:</b> <ul style="list-style-type: none"><li>• Teacher observation/anecdotal notes</li><li>• Performance tasks</li></ul>	

Theme/Unit: Health Personal and Mental Health	Suggested Sequence: 2 Marking Periods
<b>New Jersey Student Learning Performance Expectations:</b> <p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p> <p>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p> <p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</p> <p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p> <p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals)</p>	
<b>Core Ideas:</b>	

## Westampton Township School District

### Curriculum Guide

Grades K – 2 Content Area: Comprehensive Health and Physical Education

- Individuals enjoy different activities and grow at different rates.
- Personal hygiene and self-help skills promote healthy habits.
- All living things may have the capacity to reproduce.
- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others.
- Families shape the way we think about our bodies, our health and our behaviors.
- People have relationships with others in the local community and beyond.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.
- People in the community work to keep us safe.
- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.

### Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Identify healthy habits (e.g., wash hands, cough in arm, brush teeth)
- Explain what being “well” means and identify self-care practices that support wellness.
- Use correct terminology to identify body parts and explain how body parts work together to support wellness
- Explain the ways in which parents may care for their offspring (e.g., animals, people, fish)
- Identify strategies for managing one's own emotions, thoughts and behaviors using self-control
- Identify healthy ways of coping with stressful situations
- Discuss how individuals make their own choices about how to express themselves.
- Identify different kinds of families and describe similarities in the ways in which they keep their children safe
- Describe ways to have healthy relationships within a family and factors that contribute to healthy relationships
- Identify healthy ways for friends to express feelings for and to one another.
- Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- Define bullying and teasing and explain why they are wrong and harmful.
- Identify where to access home, school and community health professionals and how those professionals keep us safe
- Demonstrate how to dial and text 911 in case of an emergency.
- Identify how climate change/weather affects the health of individuals, plants and animals.
- Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals)

### Instructional Materials/Resources:

- Charts/posters
- Role play scripts

### Suggested Vocabulary:

Stress, families, friend, conflict, body system, bullying, feelings, 911



## Westampton Township School District

### Curriculum Guide

Grades K – 2 Content Area: Comprehensive Health and Physical Education

	<p><b>Computer Science and Design Thinking:</b></p> <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats</p> <p><b>Career Readiness:</b></p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>9.1.2.FP.3: Identify the factors that influence people or spend or save (e.g., commercials, family, culture, society).</p> <p><b>Cross-curricular Connections:</b></p> <p>R.L.2.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</p> <p>2.MD.D10: Draw a picture graph and bar graph (with single-unit scale) to represent a data set with up to four categories.</p>
<p><b>Recommended Instructional Activities:</b></p> <p>Role playing</p> <p>Read, watch, discuss</p> <p>Write/Draw</p> <p>Instructional games</p> <p>Group work</p> <p>Q&amp;A</p>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"><li>● Illustrate and label a picture book about systems of the body</li><li>● Illustrate a family tree</li><li>● Create a poster about someone else's unique qualities/traits</li><li>● Create a menu for lunch that includes healthy choices based off of the recommended nutritional guidelines</li></ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Highlight important information</li><li><input type="checkbox"/> Books on tape</li><li><input type="checkbox"/> Leveled readers</li><li><input type="checkbox"/> Reading window</li><li><input type="checkbox"/> Pair visual learners with auditory learners</li><li><input type="checkbox"/> Provide alternate form or assessment IE: projects, dioramas</li><li><input type="checkbox"/> Pair low level readers with high level readers</li><li><input type="checkbox"/> Retell story by drawing or speaking</li><li><input type="checkbox"/> Visual aids</li><li><input type="checkbox"/> Advance notice for tests</li><li><input type="checkbox"/> Provide a copy of notes</li></ul>

**Westampton Township School District**

Curriculum Guide

Grades K – 2 Content Area: Comprehensive Health and Physical Education

	<input type="checkbox"/> Provide study guide <input type="checkbox"/> Modified tests as needed
<b>Suggested Assessments:</b> <ul style="list-style-type: none"><li>• Teacher observation/anecdotal notes</li><li>• Performance tasks</li></ul>	

<b>Theme/Unit: Physical Education Physical Wellness</b>	<b>Suggested Sequence: Ongoing</b>
<b>New Jersey Student Learning Performance Expectations:</b> <p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p> <p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>	
<b>Core Ideas:</b> <ul style="list-style-type: none"><li>• The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</li><li>• Feedback impacts and improves the learning of movement skills and concepts.</li><li>• Teamwork consists of effective communication and respect among class and team members.</li></ul>	

## Westampton Township School District

### Curriculum Guide

Grades K – 2 Content Area: Comprehensive Health and Physical Education

<ul style="list-style-type: none"> <li>• The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</li> <li>• Exploring wellness components provide a foundational experience of physical movement activities.</li> <li>• Resources that support physical activity are all around you.</li> </ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>– Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running)</li> <li>– Perform non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling)</li> <li>– Perform manipulative movements (e.g., throwing, catching, dribbling, running, kicking)</li> <li>– Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment (i.e., Good Sportsmanship)</li> <li>– Explain the difference between offense and defense</li> <li>– Identify the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</li> <li>– Demonstrate how to move different body parts in a controlled manner.</li> <li>– Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building) individually and with a team</li> <li>– Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors</li> <li>– Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity</li> <li>– Participate in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga)</li> <li>– Identify physical activities available outside of school that are in the community</li> </ul>	
<p><b>Instructional Materials/Resources:</b></p> <ul style="list-style-type: none"> <li>• Soccer balls</li> <li>• Soccer nets</li> <li>• Cones</li> <li>• Radio</li> <li>• Music</li> <li>• Gator skin balls</li> </ul>	<p><b>Suggested Vocabulary:</b></p> <p>walking, balancing, hopping, skipping, running, stretching, bending, twisting, curling, throwing, catching, dribbling, running, kicking, Good Sportsmanship, healthy heart, strong bones, increased energy, strong muscles, stretching, mindfulness, yoga</p>

## Westampton Township School District

### Curriculum Guide

Grades K – 2 Content Area: Comprehensive Health and Physical Education

<ul style="list-style-type: none"> <li>• Basketballs</li> <li>• A variety of cooperative activity pieces of equipment</li> <li>• Ropes</li> <li>• poly spots</li> <li>• mats</li> <li>• scooters</li> <li>• Hockey sticks</li> <li>• Hockey balls</li> <li>• Hockey nets</li> <li>• Bowling pins</li> <li>• Bowling balls</li> </ul>	<p><b>Computer Science and Design Thinking:</b></p> <p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p> <p>8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats</p> <p><b>Career Readiness:</b></p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.</p> <p>9.1.2.FP.2: Differentiate between financial wants and needs.</p> <p>9.1.2.FP.3: Identify the factors that influence people or spend or save (e.g., commercials, family, culture, society).</p> <p><b>Cross-curricular Connections:</b></p> <p>R.L.2.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.</p> <p>2.MD.D10: Draw a picture graph and bar graph (with single-unit scale) to represent a data set with up to four categories.</p>
<p><b>Recommended Instructional Activities:</b></p> <p>Whole Group</p> <ul style="list-style-type: none"> <li>• Grade level appropriate game/dance</li> </ul> <p>Small Group</p> <ul style="list-style-type: none"> <li>• Lead-up games/dance</li> </ul> <p>Independent</p> <ul style="list-style-type: none"> <li>• Sport/dance specific drills</li> </ul>	
<p><b>Extension Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Identify various community opportunities to engage in sports and/or other forms of physical activity</li> </ul>	<p><b>Modification Strategies/Activities:</b></p> <ul style="list-style-type: none"> <li>• Highlight important information</li> <li>• Pair visual learners with auditory learners</li> <li>• Provide alternate form or assessment IE: projects, dioramas</li> <li>• Visual aids</li> <li>• Games are modified according to grade and skill level.</li> <li>• Expansion of rules from K-4</li> <li>• Modify exercises</li> <li>• Use resistance bands while working up to handling light dumbbells or weights and handling their own body weight if possible</li> </ul>

## Westampton Township School District

Curriculum Guide

Grades K – 2 Content Area: Comprehensive Health and Physical Education

	<ul style="list-style-type: none"><li>• Allow for shorter practice sessions</li><li>• Constant instructor feedback on proper form of exercise</li><li>• Frequent rest periods or short breaks</li><li>• Students can perform just upper body movements where applicable</li><li>• Students can perform just lower body movements where applicable</li></ul>
<b>Suggested Assessments:</b> Performance Task: <ul style="list-style-type: none"><li>• Participation</li><li>• Effort</li><li>• Sportsmanship/Behavior</li><li>• Observation of skills</li></ul>	

## Westampton Township School District

### Curriculum Guide

Grade 3-5 Content Area: Comprehensive Health and Physical Education

Theme/Unit: Health Personal and Mental Health	Suggested Sequence: 2 Marking Periods
<p><b>New Jersey Student Learning Performance Expectations:</b></p> <p>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).</p> <p>2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</p> <p>2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</p> <p>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).</p> <p>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.</p> <p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.</p> <p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p> <p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>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.</p> <p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p> <p><b>5<sup>th</sup> Grade:</b></p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>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.</p> <p>2.1.5.PGD.4: Explain common human sexual development and the role of hormones (timing of pubertal onset).</p> <p>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.</p>	
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"><li>• Health is influenced by the interaction of body systems.</li><li>• Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</li><li>• Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</li><li>• All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</li><li>• Family members impact the development of their children physically, socially and emotionally.</li><li>• People in healthy relationships share thoughts and feelings, as well as mutual respect.</li><li>• Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</li><li>• Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</li><li>• Puberty is a time of physical, social, and emotional changes.</li></ul>	

## Westampton Township School District

### Curriculum Guide

#### Grade 3-5 Content Area: Comprehensive Health and Physical Education

#### **Knowledge, Skills, and Instructional Objectives:**

Students will be able to:

- 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).
- Identify how one's feelings and thoughts lead to healthy and unhealthy behaviors
- Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety)
- Demonstrate how to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance
- Identify gender-role stereotypes and their potential impact on self and others
- Demonstrate ways to promote dignity and respect for all people
- Describe how families can share common values, offer emotional support, and set boundaries and limits
- Explain the importance of communication with family members, caregivers and other trusted adults
- Identify the characteristics of healthy versus unhealthy relationships among friends and with family members
- Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- Identify resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- Identify strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

#### **5<sup>th</sup> Grade:**

- Examine how the body changes during puberty and how these changes influence personal self-care
- Explain the physical, social, and emotional changes that occur during puberty and adolescence
- Explain common human development and the role of hormones (timing of pubertal onset)
- 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

#### **Instructional Materials/Resources:**

- Charts/posters
- Role play scripts

#### **Suggested Vocabulary:**

Personal wellness, feelings, emotions, illness, injury, respect, families, community, bullying, teasing, self-care

## Westampton Township School District

Curriculum Guide

Grade 3-5 Content Area: Comprehensive Health and Physical Education

	<b>Computer Science and Design Thinking:</b> 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users <b>Career Readiness:</b> 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors 9.1.5.EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy
<b>Recommended Instructional Activities:</b> Role playing Read, watch, discuss Write/Draw Instructional games Group work Q&A	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Create a video for younger students that explains how to wash hands</li><li>• Create a family poster, having each family member represented in ways that show their strongest trait.</li></ul>	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Highlight important information</li><li><input type="checkbox"/> Books on tape</li><li><input type="checkbox"/> Leveled readers</li><li><input type="checkbox"/> Reading window</li><li><input type="checkbox"/> Pair visual learners with auditory learners</li><li><input type="checkbox"/> Provide alternate form or assessment IE: projects, dioramas</li><li><input type="checkbox"/> Pair low level readers with high level readers</li><li><input type="checkbox"/> Retell story by drawing or speaking</li><li><input type="checkbox"/> Visual aids</li><li><input type="checkbox"/> Advance notice for tests</li><li><input type="checkbox"/> Provide a copy of notes</li><li><input type="checkbox"/> Provide study guide</li><li><input type="checkbox"/> Modified tests as needed</li></ul>
<b>Suggested Assessments:</b> <ul style="list-style-type: none"><li>• Teacher observation/anecdotal notes</li><li>• Performance tasks</li></ul>	



## Westampton Township School District

### Curriculum Guide

#### Grade 3-5 Content Area: Comprehensive Health and Physical Education

Theme/Unit: Health Rules and Safety	Suggested Sequence: 2 Marking Periods
<p><b>New Jersey Student Learning Performance Expectations:</b></p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. •</p> <p>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</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</p> <p>2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p>2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</p> <p>2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</p> <p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> <p>2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</p> <p>2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</p>	
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"><li>• Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</li><li>• Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</li><li>• Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</li><li>• There are strategies that individuals can use to communicate safely in an online environment.</li><li>• 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.</li><li>• There are actions that individuals can take to help prevent diseases and stay healthy.</li><li>• The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</li><li>• Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</li><li>• The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</li><li>• 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.</li></ul>	

## Westampton Township School District

### Curriculum Guide

#### Grade 3-5 Content Area: Comprehensive Health and Physical Education

<b>Knowledge, Skills, and Instructional Objectives:</b> Students will be able to: <ul style="list-style-type: none"><li>- Identify strategies to reduce the risk of injuries at home, school, and in the community.</li><li>- Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)</li><li>- Describe the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation</li><li>- Develop strategies to safely communicate through digital media</li><li>- Identify personal boundaries and demonstrate ways to respect other people's personal boundaries</li><li>- Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation</li><li>- Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li><li>- Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</li><li>- Identify how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</li><li>- Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer)</li><li>- Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products</li><li>- Identify the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available</li><li>- Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs</li><li>- Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem</li><li>- Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health</li><li>- Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group)</li><li>- Identify an emergency situation and know how to respond.</li></ul>	
<b>Instructional Materials/Resources:</b> <ul style="list-style-type: none"><li>• Charts/posters</li><li>• Role play scripts</li></ul>	<b>Suggested Vocabulary:</b> Safety, first aid, digital media, boundaries, disease, mental health, substance abuse, emergency
	<b>Computer Science and Design Thinking:</b> 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users <b>Career Readiness:</b> 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors 9.1.5.EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy

## Westampton Township School District

Curriculum Guide

Grade 3-5 Content Area: Comprehensive Health and Physical Education

### Recommended Instructional Activities:

Role playing  
Read, watch, discuss  
Write/Draw  
Instructional games  
Group work  
Q&A

### Extension Strategies/Activities:

- Create a book about ways to prevent the spread of germs for younger students
- Create a poster reminding other students to only take medicine with adult supervision
- Create and act out an anti-drug commercial
- Create and act out a skit to say no to drugs
- Create a video for younger students that teaches them to say “no” to drugs

### Modification Strategies/Activities:

- ☐ Highlight important information
- ☐ Books on tape
- ☐ Leveled readers
- ☐ Reading window
- ☐ Pair visual learners with auditory learners
- ☐ Provide alternate form or assessment IE: projects, dioramas
- ☐ Pair low level readers with high level readers
- ☐ Retell story by drawing or speaking
- ☐ Visual aids
- ☐ Advance notice for tests
- ☐ Provide a copy of notes
- ☐ Provide study guide
- ☐ Modified tests as needed

### Suggested Assessments:

- Teacher observation/anecdotal notes
- Performance tasks

## Westampton Township School District

### Curriculum Guide

Grade 3-5 Content Area: Comprehensive Health and Physical Education

Theme/Unit: Physical Education Physical Wellness	Suggested Sequence: Ongoing
<p><b>New Jersey Student Learning Performance Expectations:</b></p> <p>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).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>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).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>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.</p> <p>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.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>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).</p> <p>2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>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).</p> <p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>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)</p> <p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>	
<p><b>Core Ideas:</b></p> <ul style="list-style-type: none"><li>● 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.</li><li>● Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</li><li>● Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</li><li>● The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</li></ul>	
<p><b>Knowledge, Skills, and Instructional Objectives:</b></p> <p>Students will be able to:</p> <ul style="list-style-type: none"><li>- 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)</li></ul>	

## Westampton Township School District

### Curriculum Guide

#### Grade 3-5 Content Area: Comprehensive Health and Physical Education

- Demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles
- Perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities)
- Demonstrate the necessary body control to improve stability and balance during movement and physical activity
- Demonstrate appropriate behaviors and etiquette while participating as a player and viewing as an observer (Good Sportsmanship)
- Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment
- Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- Accept and respect others of all skill levels and abilities during participation
- 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)
- Develop a short term and/or a long-term health-related fitness goal
- Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- Perform dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)
- Identify community resources that could be used to support participation in a variety of physical activities, sports and wellness.

#### Instructional Materials/Resources:

- Soccer balls
- Soccer nets
- Cones
- Pinnies
- Radio
- Music
- Gator skin balls
- Basketballs
- A variety of cooperative activity pieces of equipment
- Ropes
- poly spots
- mats
- scooters
- Hockey sticks
- Hockey balls
- Hockey nets
- Bowling pins
- Bowling balls
- Tennis courts
- Racquets
- Tennis balls

#### Suggested Vocabulary:

coordination, balance, flexibility, agility, tempos, rhythms, movement, physical activity, Good Sportsmanship, endurance, strength, speed, agility, flexibility, fitness goals, dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga

#### Computer Science and Design Thinking:

8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users

#### Career Readiness:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors

#### Recommended Instructional Activities:

Whole Group

- Grade level appropriate game/dance

Small Group

- Lead-up games/dance

## Westampton Township School District

### Curriculum Guide

#### Grade 3-5 Content Area: Comprehensive Health and Physical Education

<b>Independent</b> <ul style="list-style-type: none"><li>• Sport/dance specific drills</li></ul>	
<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Identify various community opportunities to engage in sports and/or other forms of physical activity both individually and as a team</li></ul>	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Highlight important information</li><li>• Pair visual learners with auditory learners</li><li>• Provide alternate form or assessment IE: projects, dioramas</li><li>• Visual aids</li><li>• Games are modified according to grade and skill level.</li><li>• Expansion of rules from K-4</li><li>• Modify exercises</li><li>• Use resistance bands while working up to handling light dumbbells or weights and handling their own body weight if possible</li><li>• Allow for shorter practice sessions</li><li>• Constant instructor feedback on proper form of exercise</li><li>• Frequent rest periods or short breaks</li><li>• Students can perform just upper body movements where applicable</li><li>• Students can perform just lower body movements where applicable</li></ul>
<b>Suggested Assessments:</b> <p>Performance Task:</p> <ul style="list-style-type: none"><li>• Participation</li><li>• Effort</li><li>• Sportsmanship/Behavior</li><li>• Observation of skills</li></ul>	

## Westampton Township School District

### Curriculum Guide

Grade 6-8 Content Area: Comprehensive Health and Physical Education

Theme/Unit: Health Personal and Mental Health	Suggested Sequence: 2 Marking Periods
<b>New Jersey Student Learning Performance Expectations:</b>	
2.1.8.PGD.1: Explain how appropriate health care can promote personal health.	
2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.	
2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.	
2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.	
2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).	
2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.	
2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.	
2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.	
2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships	
2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.	
2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.	
2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change	
2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).	
2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.	
2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.	
<b>8<sup>th</sup> Grade:</b>	
2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption	
2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.	
2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.	
2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.	
2.1.8.PP.5: Identify resources to assist with parenting.	
2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.	
2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).	
2.1.8.SSH.9: Define vaginal, oral, and anal sex.	
2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective (e.g., abstinence, condom).	
2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).	
2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.	
2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.	
2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.	
2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.	



## Westampton Township School District

### Curriculum Guide

#### Grade 6-8 Content Area: Comprehensive Health and Physical Education

**2.1.8.CHSS.8:** Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

#### **Core Ideas:**

- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Responsible actions regarding behavior can impact the development and health of oneself and others.
- An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
- There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- Inclusive schools and communities are accepting of all people and make them feel welcome and included
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.
- There are factors that contribute to making healthy decisions about sex.
- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
- Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

#### **Knowledge, Skills, and Instructional Objectives:**

Students will be able to:

- Explain how appropriate health care can promote personal health
- Identify how genetics and family history can impact personal health
- Describe the external and internal body parts and their functions, and the natural variations that exist in human bodies
- Identify the relationship between healthy behaviors/relationships and personal health/relationships
- Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence)
- Identify how personal attributes, resiliency, and protective factors support mental and emotional health
- Identify gender, gender roles and gender identities
- Develop a plan for the school to promote dignity and respect for all people
- Demonstrate communication skills that will support healthy relationships
- Compare and contrast the characteristics of various healthy and unhealthy relationships
- Examine how culture influences the way families cope with traumatic situations, crisis, and change
- Identify professionals at school and in the community available to assist with health conditions and emergencies and describe how they can be accessed
- Describe the state and federal laws related to age of consent, minors' ability to consent to health care and confidentiality in a healthcare setting
- Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked

#### **8<sup>th</sup> Grade:**

- Identify the stages of pregnancy from fertilization to birth.
- Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- Predict challenges that may be faced by adolescent parents and their families and identify resources to assist
- Identify factors that are important in deciding whether and when to engage in sexual behaviors.



## Westampton Township School District

### Curriculum Guide

#### Grade 6-8 Content Area: Comprehensive Health and Physical Education

- Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- Identify safer sex methods that are effective: i.e. abstinence and describe how to access
- Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV)
- Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment
- Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources
- Develop an advocacy plan regarding a health issue and share this information in an appropriate setting
- Collaborate with other students to develop a strategy to address health issues related to climate change.
- Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available

#### Instructional Materials/Resources:

- Charts/posters
- Role play scripts

#### Suggested Vocabulary:

Mental health, genetics, family history, external vs. internal, stress, gender, healthcare, depression

#### Computer Science and Design Thinking:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options

#### Career Readiness:

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals and other personal factors  
9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions

#### Recommended Instructional Activities:

Role playing  
Read, watch, discuss  
Write/Draw  
Instructional games  
Group work  
Q&A

#### Extension Strategies/Activities:

##### The Science of Phobias

- Do research to learn about one type of phobia.  
Include information about the causes of the phobia and what could happen to a person with this type of phobia if he or she does not get treatment

1. What type of phobia will you research?
2. What are some symptoms a person with this type of phobia might experience?
3. What treatment options are available for this type of phobia?

##### What Affects Your Mood?

- Keep a diary of your moods on one school day and one weekend day. About every two hours.

#### Modification Strategies/Activities:

- ☐ Highlight important information
- ☐ Books on tape
- ☐ Leveled readers
- ☐ Reading window
- ☐ Pair visual learners with auditory learners
- ☐ Provide alternate form or assessment IE: projects, dioramas
- ☐ Pair low level readers with high level readers
- ☐ Retell story by drawing or speaking
- ☐ Visual aids
- ☐ Advance notice for tests
- ☐ Provide a copy of notes

## Westampton Township School District

### Curriculum Guide

#### Grade 6-8 Content Area: Comprehensive Health and Physical Education

<ul style="list-style-type: none"><li>• Chart your moods to find any patterns</li><li>• Compare your moods on a school day to your moods on a weekend day.</li><li>• Look for a relationship between the day's activities and your moods</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Provide study guide</li><li><input type="checkbox"/> Modified tests as needed</li></ul>
<b>Suggested Assessments:</b> Quizzes Handouts Notes Class Participation Red/ Green Card Ticket Out – Students must write 3 new things they learned during the lesson	

Theme/Unit: Health Rules and Safety	Suggested Sequence: 2 Marking Periods
<b>New Jersey Student Learning Performance Expectations:</b> 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs). 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect). 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes. 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.	

## Westampton Township School District

### Curriculum Guide

#### Grade 6-8 Content Area: Comprehensive Health and Physical Education

2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

#### **8<sup>th</sup> grade:**

2.3.8.PS.2: Define sexual consent and sexual agency.

2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health

2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

#### **Core Ideas:**

- Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.
- Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.
- Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.
- Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
- The use of alcohol, tobacco (including e-cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.
- A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.
- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

#### **Knowledge, Skills, and Instructional Objectives:**

Students will be able to:

- Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- Identify how personal attributes, resiliency, and protective factors support mental and emotional health.
- Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others
- Determine the effectiveness of laws designed to keep children and adolescents healthy and safe
- Identify strategies to use social media safely, legally, and respectfully
- Discuss the impact of technology and social media on relationships
- Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions
- Identify the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors
- Identify behaviors which may contribute to or prevent a person from being susceptible to disease and illness
- Describe how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
- Describe the use of alcohol and other drugs in decision-making
- Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs
- Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

## Westampton Township School District

### Curriculum Guide

#### Grade 6-8 Content Area: Comprehensive Health and Physical Education

- Identify how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.
- Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
- Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being, as well as on their friends and families
- Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

#### **8<sup>th</sup> grade:**

- Define sexual consent and sexual agency
- Define interpersonal and sexual violence: teen dating violence
- Describe strategies that exploiters employ to recruit youth and other victims

#### **Instructional Materials/Resources:**

- Charts/posters
- Role play scripts

#### **Suggested Vocabulary:**

Stress management, risk factor, exploit

#### **Computer Science and Design Thinking:**

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options

#### **Career Readiness:**

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals and other personal factors  
9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions

#### **Recommended Instructional Activities:**

Role playing  
Read, watch, discuss  
Write/Draw  
Instructional games  
Group work  
Q&A

#### **Extension Strategies/Activities:**

- With a group, create a poster that shows the dangers of buying medicines online. Give tips about how to buy medicines online safely. Research information to include in the poster. Illustrate your points with pictures from old magazines or the Internet, or with your own drawings.
- With a partner, create a public service announcement for radio that warns teens about the dangers of smokeless tobacco. Keep the length of the announcement to about 30 seconds. Record the PSA and share it with the class, or you may perform your PSA live
- Work in a small group to create a pamphlet to inform teens about binge drinking. Do additional research using

#### **Modification Strategies/Activities:**

- ☐ Highlight important information
- ☐ Books on tape
- ☐ Leveled readers
- ☐ Reading window
- ☐ Pair visual learners with auditory learners
- ☐ Provide alternate form or assessment IE: projects, dioramas
- ☐ Pair low level readers with high level readers
- ☐ Retell story by drawing or speaking
- ☐ Visual aids
- ☐ Advance notice for tests

## Westampton Township School District

### Curriculum Guide

#### Grade 6-8 Content Area: Comprehensive Health and Physical Education

<p>library or Internet sources to find facts, examples, or statistics to include in your pamphlet. Plan, design, and create your pamphlet on separate sheets of paper.</p> <p>The lyrics of American rap music often mention club drugs. Usually, the lyrics connect the drug to a fun filled, exciting lifestyle. Many psychologists think the lyrics of popular music may influence the behavior of its listeners. The psychologists believe that this has caused an increase in club drug use. Choose a drug and explain the uses and the risks of the drug you will write about in a song format, highlighting the risks.</p>	<ul style="list-style-type: none"><li><input type="checkbox"/> Provide a copy of notes</li><li><input type="checkbox"/> Provide study guide</li><li><input type="checkbox"/> Modified tests as needed</li></ul>
<p><b>Suggested Assessments:</b></p> <p>Quizzes Handouts Notes Class Participation Red/ Green Card Ticket Out – Students must write 3 new things they learned during the lesson</p>	

Theme/Unit: Physical Education Physical Wellness	Suggested Sequence: Ongoing
<p><b>New Jersey Student Learning Performance Expectations:</b></p> <p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p> <p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p>	

## Westampton Township School District

### Curriculum Guide

#### Grade 6-8 Content Area: Comprehensive Health and Physical Education

2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.

- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).

#### Core Ideas:

- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
- Feedback from others and self-assessment impacts performance of movement skills and concepts.
- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.
- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).
- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
- Community resources can provide participation in physical activity for self and family members.
- Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

#### Knowledge, Skills, and Instructional Objectives:

Students will be able to:

- Demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- Demonstrate control of motion and the relationship between force, flow, time, and space in interactive dynamic environments.
- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- Involve others of all ability levels into a physical activity.
- Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames)
- Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.



## Westampton Township School District

### Curriculum Guide

#### Grade 6-8 Content Area: Comprehensive Health and Physical Education

- Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- Engage in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- Identify personal attributes as they relate to career options in physical activity and health professions.
- Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

#### Instructional Materials/Resources:

- Soccer balls
- Soccer nets
- Cones
- Pinnies
- Radio
- Music
- Gator skin balls
- Basketballs
- A variety of cooperative activity pieces of equipment
- Ropes
- poly spots
- mats
- scooters
- Hockey sticks
- Hockey balls
- Hockey nets
- Bowling pins
- Bowling balls
- Tennis courts
- Racquets
- tennis balls
- flag belts
- footballs
- tees

#### Suggested Vocabulary:

fitness aerobics, dance, yoga, etiquette, offensive, defensive, aerobic-fitness, strengthen, endurance-fitness activities, body composition, pedometers, heart rate monitors, health tracking systems, wearable technology,

#### Computer Science and Design Thinking:

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options

#### Career Readiness:

9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals and other personal factors  
9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions

#### Recommended Instructional Activities:

Whole Group

- Grade level appropriate game/dance

Small Group

- Lead-up games/dance

Independent

- Sport/dance specific drills

## Westampton Township School District

### Curriculum Guide

#### Grade 6-8 Content Area: Comprehensive Health and Physical Education

<b>Extension Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Develop a game for younger students to improve coordination</li><li>• Develop an exercise routine for younger students</li></ul>	<b>Modification Strategies/Activities:</b> <ul style="list-style-type: none"><li>• Highlight important information</li><li>• Pair visual learners with auditory learners</li><li>• Provide alternate form or assessment IE: projects, dioramas</li><li>• Visual aids</li><li>• Games are modified according to grade and skill level.</li><li>• Expansion of rules from K-4</li><li>• Modify exercises</li><li>• Use resistance bands while working up to handling light dumbbells or weights and handling their own body weight if possible</li><li>• Allow for shorter practice sessions</li><li>• Constant instructor feedback on proper form of exercise</li><li>• Frequent rest periods or short breaks</li><li>• Students can perform just upper body movements where applicable</li><li>• Students can perform just lower body movements where applicable</li></ul>
<b>Suggested Assessments:</b> <p>Performance Task:</p> <ul style="list-style-type: none"><li>• Participation</li><li>• Effort</li><li>• Sportsmanship/Behavior</li><li>• Observation of skills</li></ul>	



# Support Documents

## *Board Policies Applicable to Curriculum*

### 2110 PHILOSOPHY OF EDUCATION

Free public education for all children is a cornerstone of a democratic society that values the worth and dignity of each individual. The primary goal of this Board of Education shall be to offer each child in this district the educational opportunity that will enable him/her to function politically, economically, and socially in that democratic society.

The Board, as the agent responsible for the education of the children of the district, will provide a planned program of learning that incorporates into its curriculum the lessons and experiences, within and without the classroom, needed to realize the educational goals of this district. The Board appreciates the need for constant improvement of the instructional program and will strive unremittingly to provide an educational system that assists each pupil in becoming a self-respecting individual who can function effectively and satisfyingly.

It is the expectation of this school district that all pupils achieve the New Jersey Core Curriculum Content Standards at all grade levels.

The Board will seek out and work cooperatively with the available resources of home and community including business and industry, in the improvement of the educational program.

The Board will endeavor to employ a high caliber, well-prepared staff of adequate size and wide-ranging abilities. Moreover, the Board will provide pupils and staff, as needs dictate and means permit, with adequate educational supplies, equipment, and facilities.

The purpose of education in the schools of this district is to facilitate the development of each child to his/her greatest potential. The school staff shall recognize individual differences among pupils and encourage their achievement and progress, not only in basic skills but in the ability to think independently and critically. The school staff shall help pupils to understand our democratic society; to believe in it and to act fairly in their relationships with others; to develop in themselves attitudes of respect and helpfulness toward others; to want, and to be able to perform well, some portion of the work of the world; to acquire knowledge and skills necessary to do this with satisfaction to themselves and society; to understand and use effective methods in framing the questions and tackling the problems that they encounter in their lives to the end that they may function politically, economically, and socially in a democratic society.

Adopted: 11 November 2008

### 2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

The Board of Education adopts the following goals and objectives for the operation of the educational program of the school district:

### 1. Student Achievement:

Continue to implement formative and on-line assessments of student performance in order to ensure that our programs and their execution meet the expectations set forth in the Common Core State Standards.

### 2. Community Engagement:

Improve the frequency, quality and consistency of communication that will enhance parent and community involvement.

### 3. Human Resources:

Continue to work toward matching our community and student diversity in our staff.

N.J.A.C. 6A:32-12.2

Adopted: 8 September 2014

## 2200 CURRICULUM CONTENT

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the students of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist students toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs the curriculum to be consistent with the educational goals and objectives of this district, the New Jersey Core Curriculum Content Standards and responsive to identified student needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels, between the schools of this district, and among the constituent districts of the Rancocas Valley Regional School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Student Learning Standards, including but not limited to:

1. Preparation of all students for employment or post secondary study upon graduation from high school;
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;
3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all students in accordance with Policy 2530;
4. Guidance and counseling to assist in career and academic planning for all students, in accordance with Policy 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy and Regulation 2460;
6. Bilingual education, English as a Second Language, and English language services for students of limited English language proficiency, when the number of such students so necessitates, in accordance with Policy 2423;
7. Programs and services for students at risk who require remedial assistance in accordance with Policies 2414, 2415, and 5460;
8. Equal educational opportunity for all students in accordance with Policies 2260, 5750, and 5755;
9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for students with exceptional abilities, in accordance with Policy 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

New Jersey Core Curriculum Content Standards

Adopted: 14 November 2016

## 2210 CURRICULUM DEVELOPMENT

The Board of Education is committed to the continuing improvement of the educational program of the district. To this end, the curriculum shall be evaluated and modified in accordance with a plan for curriculum development.

As educational leader of the district, the Superintendent shall be responsible to the Board for the development of curriculum and shall establish procedures for curriculum development that insure the effective participation of teaching staff members, pupils, the community, and members of the Board.

The Superintendent shall report to the Board the objectives, evaluative criteria and costs of each proposed program before seeking Board adoption. New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation, in order for Board members to have an opportunity to review the proposed program.

Criteria by which the Board will judge the acceptability of new course offerings include:

1. Does it address an identified pupil need?
2. Is it relevant to the Board's philosophy and goals and does it offer real possibilities for progress toward these goals?
3. If the proposed course replaces an existing program, what defect in the previous program is it designed to overcome?
4. Does it include the criteria by which progress can be measured?
5. Has it been thoroughly studied and/or tested by district staff or by another district? What were the results?
6. Has a curriculum guide been completed? If not, when can it be expected?
7. Have the associated textbooks been recommended to the Board?
8. Have the costs and time of implementation including in-service training been reviewed?

A five-year plan for updating curriculum shall be developed and implemented. The Superintendent shall report annually on all progress in curriculum development and the implementation of the five-year curriculum plan at the time of the Board's annual adoption of curriculum.

The Superintendent may conduct experimental programs that are not part of the duly adopted curriculum and are deemed to be necessary to the continuing growth of the instructional program; he or she shall report to the Board any such pilot program conducted, along with its objectives, evaluative criteria, and costs, before each such program is initiated.

The Superintendent shall report to the Board periodically on all progress in curriculum development.

Adopted: 2 May 2000

## 2220 ADOPTION OF COURSES

### M

The Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the Board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The Board's policy in this respect is to:

1. Adopt those core content standards mandated by the state in a form acceptable to the State Department of Education.
2. Adopt additional core content standards to meet the changing needs of pupils and the community.
3. Adapt and revise existing courses of study to meet the changing needs of pupils and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the Board.

The Board directs that the curriculum of this district:

1. Be consistent with written goals, objectives and identified pupil needs;
2. Develop individual talents and interests and serve diverse learning styles to motivate pupil achievement;
3. Provide for continuous learning through effective articulation;
4. Provide all pupils continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
5. Provide all pupils guidance and counseling to assist in career and academic planning;
6. Provide a continuum of educational programs and services for handicapped children, pursuant to law and regulation;
7. Provide bilingual programs for pupils whose dominant language is not English, pursuant to law and regulation;
8. Provide compensatory education programs for pupils, pursuant to law and regulation;
9. Provide all pupils equal educational opportunity, pursuant to law and regulation;
10. Provide career awareness and vocational education, pursuant to law and regulation;

11. Provide educational opportunities for exceptionally gifted and talented pupils.

The Superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the Board of Education with a copy upon request; and shall provide a copy in the district office for public referral.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the Board. This includes the courses in the special education and ESL/bilingual programs, and those for the adult high school.

N.J.S.A. 18A:4-25; 18A:4-28; 18A:7A-6; 18A:33-1;  
18A:35-1 et seq.  
N.J.A.C. 6:4-1.1 et seq.; 6:8-4.6; 6:8-7.1; 6:39-1.2

Adopted: 2 May 2000

## 2230 COURSE GUIDES

### M

The Superintendent shall oversee development of curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met.

Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed.

A copy of each guide in use shall be kept on file in each school office. Such guides shall be available for inspection.

Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect.

N.J.S.A. 18A:33-1  
Adopted: 2 May 2000

## Curriculum Revision Commentary

In order to achieve the district's philosophy of high quality educational experiences for all students, curriculum review and revision must become an ongoing process in Westampton Township Public Schools.

Recommended 5 Year Cycle - In an effort to streamline the process for future curriculum review and revision, the following five-year curriculum revision cycle will be implemented:

### *Year 1: Curriculum Evaluation and Development*

- Examine the state statutes, state administrative code, and board policy to ensure compliance and develop direction for curriculum revision.
- Research current data, trends, and best practices in the content area.
- Complete curriculum audit, including teacher surveys and discussions, to determine curriculum strengths and areas of concern
- Develop K-8 curriculum maps in the respective content area
- Determine learning outcomes, and assessments based on state standards
- Select and purchase new programs and materials, if necessary
- Plan district wide articulation sessions focusing on new initiatives

### *Year 2: Initial Implementation and Revision*

- Create a new curriculum draft
- Plan professional development to facilitate the implementation of new instructional practices and programs relative to the new curriculum.
- Provide professional development for administrators to support the implementation and supervision of new curriculum.
- Use teacher feedback and recommendation to support revisions of the curriculum draft.
- Include additional instructional activities, cross-curricular connections and technology to move the document from being a work in progress to a finished product.
- Begin collecting and analyzing data to determine the impact of the new curriculum on student learning.

### *Years 3 and 4: Full Implementation*

- Implement revisions to the curriculum
- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.

### *Year 5: Full Implementation/Revision Planning*

- Monitor the implementation of curriculum with the new revisions.
- Continue to provide support and staff development
- Identify further areas of revision and amend the curriculum, if necessary.
- Continue to collect and analyze data to determine the impact of curriculum on student learning.
- Plan for new curriculum revision cycle/curriculum evaluation and development.

It is important to note, however, that recent changes in NJ legislature states that if the NJSLS standards change, no district will be allowed to wait until they are in a curriculum revision year (i.e. year 5 of a five-



year curriculum revision cycle) to revise the affected curriculum. Districts will have twelve months from the date the new standards are adopted to update and amend their curriculum documents.

# **Modifications and Extensions: A Guide for Differentiated Instruction**

(Formerly Instructional Adaptations in the Classroom for Students with Diverse Needs)

## **Introduction**

*The students populating U.S. classrooms today are a diverse lot. They come from differing cultures and have differing learning styles. They arrive at school with differing levels of emotional and social maturity. Their interests differ greatly, both in topic and intensity. At any given time, they reflect differing levels of academic readiness in various subjects-and in various facets of a single subject.*

*In life, kids can choose from a variety of clothing to fit their differing sizes, styles, and preferences. We understand, without explanation, that this makes them more comfortable and gives expression to their developing personalities. In school, modifying or differentiating instruction for students of differing readiness and interests is also more comfortable, engaging, and inviting. One-size-fits-all instruction will inevitably sag or pinch-exactly as single-size clothing would-student who differ in need, even if they are chronologically the same age.*

*While the goal for each student is challenge and substantial growth, teachers must often define challenge and growth differently in response to students' varying interests and readiness levels.*

– Carol Ann Tomlinson; How to Differentiate Instruction in Mixed-Ability Classrooms

The concept of differentiation, also referred to as “differentiating instruction”, “differentiated instruction”, “differentiated learning”, “adaptations”, has become an important conversation in teaching and learning. This places students at the center of teaching and learning and upholds data and student needs as the vehicle to drive instructional planning and practices.

“Differentiating the curriculum” requires qualitative, proactive, and multiple approaches to learning in an effort to provide appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

In a differentiated classroom, students work at different paces, have different strengths, and therefore, need instruction that is tailored to meet their individual needs. This need for differentiation is magnified when students have disabilities, are limited in English proficiency, or are advanced and need to be challenged academically to maintain motivation for learning.

This document is designed to offer support to teachers as a resource for strategies to use in their classroom considering that most classrooms contain a broad range of levels, skills, and interests. Please note that while this document is categorized to reflect specific student subgroups, many of the strategies can overlap and prove to be effective instructional practices for all students.

## **Students with Disabilities**

### **Student Motivation**

*Rationale:* Some students with disabilities may be reluctant to engage or persist in language arts literacy activities. This reluctance may be due to difficulties with aspects of language or literacy processes resulting in repeated failures despite students' initial efforts and desire to learn. Because of these difficulties motivational strategies are important to help students with disabilities become successfully involved in a variety of literacy experiences to develop proficiency, confidence, and enjoyment.

*Purpose:*

Create interest  
Develop persistence  
Build confidence  
Promote enjoyment  
Foster independence

*Strategies:*

Personally meaningful activity  
Activity choice  
Hands-on, multimodal activities  
"Doable" tasks  
Attention to learning style  
Student involvement in goal setting  
Modified assessment activities  
Choice to work with others or alone

### **Instructional Presentation**

*Rationale:* Students with disabilities may require instructional presentations that will enable them to acquire, comprehend, recall, and apply science content and related processes. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction.

The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); foster understanding of new concepts and processes (*Instructional Application*); and promote student self-reflection and self-management regarding tasks demands, goal attainment, and performance accuracy (*Instructional Monitoring*).

### **Instructional Preparation**

*Purpose:*

Motivate  
Establish purpose and goals of lesson  
Activate prior knowledge  
Build background  
Focus  
Organize

*Examples:*

Previewing information/materials  
Advanced organizers  
Brainstorming and webbing  
Questioning techniques  
K-W-L strategies  
Warm-ups  
Visual demonstrations, illustrations, models  
Mini-lessons

### **Instructional Prompts**

*Purpose:*

Organize information

*Examples:*

Graphic organizers

Build whole-part relationships  
Cue associations and connections  
Highlight essential concepts  
Generate categorization and comparisons  
Activate recall  
Summarize

Semantic organizers  
Outlines  
Mnemonics  
Analogies  
Feature analysis  
Color coding  
Keywords/Labels  
Writing frames/templates  
Restating/clarifying oral directions  
Cue Cards  
Pictures  
Movement cues  
Note Taking guides  
Segmenting/chunking tasks  
Directions on overhead/board

#### Instructional Application

##### *Purpose:*

Simplify abstract concepts  
Provide concrete examples  
Extend ideas and elaborate understanding  
Build connections and associations  
Relate to everyday experiences  
Promote generalization  
Engage multiple modalities  
Games and puzzles

##### **Models**

Interviews/surveys  
Think aloud - modeling  
Simulations  
Hands-on activities  
Constructions  
Dramatizations  
Music and movement  
Concept activities  
Application activities  
Real-life applications (write letter to editor)

##### *Examples:*

Graphics and charts  
Data charts  
Flow charts  
Drawings and other illustrations  
Dramatics – role play  
Props and manipulatives  
Field trips

#### Instructional Monitoring

##### *Purpose:*

Provide checks for understanding  
Redirect attention  
Direct on-task behavior

##### *Examples:*

Self-monitoring checklists  
Think-aloud  
Journal entries

Promote participation  
Check progress  
Assist in goal setting  
Establish timelines  
Clarify assignments, directions, and directions  
Provide reinforcement and corrective feedback  
Promote strategy use and generalization  
Manage student behavior and interactions  
Develop self-questioning and self-regulation

Portfolios  
Interviews  
Questioning techniques  
Student contracts  
Reward system

### Instructional Grouping

#### *Purpose:*

Cooperative learning groups  
Peer partners  
Buddy Systems  
Teams

#### *Examples:*

Assist physically  
Clarify  
Prompt cue  
Gestures and signals  
Interpret  
Reinforce  
Highlight  
Organize  
Focus

### Student Response

Rationale: Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of language arts and other content area procession in a variety of situations with varied materials while they are developing proficiencies in these areas.

The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating process toward the lesson objectives related to the New Jersey Student Learning Standards.

#### *Response Format Adaptation Examples:*

- Dictation
- Use of PC/multimedia for composition of response
- Video and audiotapes
- Braille writing
- Signing with Interpretation
- Information and graphic organizers
- Illustrations
- Diagrams
- Construction – models, dioramas, mobiles
- Songs, raps, and/or poems
- Brochure
- Game or puzzle
- Flip book
- Create test questions

*Response Procedure Adaptation Examples:*

- Extended time
- Practice Exercises
- Interpreter
- Use of preferred response format

## **Limited English Proficiency Students**

Teachers need to use a variety of strategies for monitoring student progress and to adjust their strategies and expectations to fit the level of language proficiency of the English language learner. With beginning language learners, emphasis should be on comprehension of named things and actions; more advanced students should begin demonstrating understanding of connections between things and subsequently their ability to articulate the relationship between ideas. Content area teachers should work closely with the bilingual/ESL teacher to identify instructional and assessment strategies that are appropriate to all aspects of the student's development and that permit teachers to expand expectations gradually over the school year.

Successful strategies for monitoring student progress in the content areas include:

- Providing periodic checks for understanding.
- Promoting nonverbal as well as verbal participation.
- Encouraging students to think aloud to practice concepts.
- Modeling responses that provide appropriate information using correct grammar.
- Breaking tasks down into sequentially developed parts using simple language.
- Structuring questions to the student's language level (e.g., begin with yes/no and embedded questions and advance to open-ended questions).
- Avoiding use of questioning techniques that contain negative structures, such as "all but", "everything is \_\_\_\_\_ except", or "one is NOT the reason/cause."
- Rephrasing questions and information when students do not understand the first time.
- Observing student's behaviors for evidence that they understand assignments, directions, and instructions.
- Reviewing student's work for evidence that they understand assignments, directions, and instructions.
- Using visual reviews (e.g., lists and charts) that enable students to show what they know and can do.
- Providing increased "wait time" to allow students time to process questions before responding.
- Providing modified "double" grading to assess the content as well as the structure of responses.

Four overarching strategies are most effective for assisting students from a background of limited English proficiency (LEP) to meet success in content area classes. These strategies include the following:

- integrate activities into thematic units
- tap students' prior knowledge and experience
- teach learning strategies and scaffold complex tasks
- group students into a variety of learning groups

## **Academically Talented Learners**

Academically talented learners, also known as “gifted learners” or “gifted and talented,” are oftentimes overlooked in classroom instruction. Consequently, some students find school boring and uninspiring due to knowing many of the concepts being introduced in the regular classroom. The exceptionally able or gifted students are those who

- demonstrate a high degree of intellectual, creative, and/or artistic ability
- possess exceptional leadership skills
- excel in specific fields
- function above grade level
- need accommodations or special instruction to achieve at levels commensurate with a challenge to his or her abilities
- have the ability to grasp concepts rapidly and/or intuitively
- have an intense curiosity about principles and how things work
- have the ability to generate theories and hypotheses and pursue methods of inquiry
- produce products that express insight, creativity and/or excellence

In the past, the term “gifted” described people with high scores on I.Q. tests. Today, new concepts connected to creative thinking models and multiple intelligences have expanded the definition of intelligence to include other dimensions. Giftedness reflects a multifaceted, multicultural, and multidimensional perspective and is defined by aptitude, traits, and behaviors rather than changeless test performance. These students are found in all cultural groups and across all economic levels. Increased understanding of culturally determined and environmentally affected behaviors will enable teachers and administrators to interpret performance indicators of creative potential.

### **Strategies for Academically Talented Learners**

Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- community involvement
- cultural diversity
- internship, mentorship, and other forms of apprenticeship

## **Miscellaneous/All Learners**

### **Adaptations in the Classroom Environment**

- Classical background music to enhance concentration
- Variety of workspace arrangement (individual, small, and large group)
- Privacy work seats – carrels
- Conferencing area for one-on-one teacher/student interaction
- Charts and poster to enhance memory and self-reliance
- Organization tools – labeled bins or cabinets for materials, assignments, or supplies
- Seating arrangements – minimize distractions, provide positive student models

### **Adaptive Equipment and Instructional Materials**

- Leveled classroom libraries
- Books on tape
- Directions on tape
- Tape recorders
- Simplified written directions
- Adjusted formats of text
- Computers with adaptive software
- Speech synthesizer
- Communication boards
- Close-captioned video/television
- Highlight important information
- Books on tape
- Leveled readers
- Reading window
- Pair visual learners with auditory learners
- Provide alternate form or assessment IE: projects, dioramas
- Pair low level readers with high level readers
- Retell story by drawing or speaking
- Visual aids
- Advance notice for tests
- Provide a copy of notes
- Provide study guide
- Modified tests as needed
- Teacher observation/anecdotal notes
- Performance tasks



***Modifications and Extensions: A Guide for Differentiated Instruction*** is a compilation of classroom practices with consultation from multiple sources, including the New Jersey Curriculum Framework.