



Grade 3

Comprehensive Health and Physical Education Curriculum

with Dance Integration

Oradell Public School District

Oradell, NJ

2023

Oradell Public School District

Grade 3 Comprehensive Health and Physical Education

Curriculum Committee Credits:

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District
Comprehensive Health and Physical Education
Grade 3

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond. The CHPE standards are met through student participation in 150 minutes of instruction weekly through physical education, health, and Social Emotional Learning time. Additionally, our homeroom period serves as a personal check-in period to support student goal-setting, self-regulation, and positive communication skills to promote a safe learning environment.

Our philosophy for our integrated approach to health and physical education focuses on the whole child and the need for mental, physical, and social wellness. Through participation in this program, students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness. We will support our students in developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

Each unit will focus on particular health and dance performance expectations, but the physical education performance expectations of movement skills and concepts will spiral throughout all units. You will notice the activities they are connected to will change, but the idea of consistently including exercise runs throughout the full year program. The intent behind this is to model the importance of

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planning for physical fitness as an integral part of daily life. Establishing this at a young age, accompanied by an understanding of ways to keep one healthy, will set the foundation for a lifelong focus on wellness.

New Jersey Student Learning Standards for Comprehensive Health and Physical Education PACING	
Unit	Schedule
Unit 1 - Emotional health, personal safety and movement concepts.	September - November
Unit 2 - Personal growth, social and sexual health and movement concepts	December - March
Unit 3 - Social and sexual health, community wellness and movement concepts	April - June

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, or Asian American Pacific Islander legislation related activities.

New Jersey Student Learning Standards for CHPE
Unit 1: Personal growth, emotional health and movement concepts.

Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	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.	<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>
Movement Skills and Concepts	Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	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.

Emotional Health	Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
Community Health Services and Support	Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
Personal Safety	Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	2.3.5.PS 1: Develop strategies to reduce the risk of injuries at home, school, and in the community. 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
Dance		
Anchor Standard 1: Generating and conceptualizing ideas.	Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.

Unit 1 - Personal growth, emotional health and movement concepts.

Essential Questions

HEALTH:

- How can awareness of coping strategies help individuals when facing difficult situations?
- How do resilience and coping practices influence an individual's ability to respond positively?
- Why would one need to know about safety and be aware of the environments that could lead to injury or illness?

PHYSICAL EDUCATION:

- How can you demonstrate body management, movement sequences, and show control while moving?
- How can you perform movement skills in isolated and applied settings?
- How can you correct movement skills through feedback?

DANCE

- Where do choreographers get ideas for dances?
- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
- How is the body used as an instrument for technical and artistic expression?
- What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

Student Learning Objectives

HEALTH

Students will be able to:

- Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
- Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 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.
- Develop strategies to reduce the risk of injuries at home, school, and in the community.
- Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

PHYSICAL EDUCATION

Students will be able to:

- 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).
- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 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).
- Develop the necessary body control to improve stability and balance during movement and physical activity.
- Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

DANCE

Students will be able to:

- Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.

Modifications	
English Language Learners	<ul style="list-style-type: none">● Pointing to objects as you say them, such as 'basketball' or 'racquet'● Physically demonstrating something, such as dribbling a basketball● Developing non-verbal cues, such as holding up a hand to say 'stop'● Using a whistle to indicate start and stop times or errors● Referring to a picture or diagram when introducing a new activity● Use of Total Physical Response (TPR) to develop vocabulary through integration of words and movement. (Ex. Say, “dribble the ball” while modeling how to dribble)● Use of visuals● Frontloading vocabulary with pictures● Connect vocabulary to native language when appropriate

<p>Special Education</p>	<ul style="list-style-type: none"> ● Chunking of materials ● Use of timers ● Provide study guides prior to assessments ● Pre-teach material ● Rephrase of questions and directions ● Providing opportunity to answer orally when appropriate ● Provide opportunity to review and correct assessments ● Focus on essential vocabulary ● Guided questioning and notetaking ● Peer editing and review ● Use of assisted technology ● Use of visuals ● Teacher explicit modeling ● Frequent check-ins and monitoring of progress ● Partner student with buddy ● Provide supplemental videos for support when appropriate
<p>At-Risk</p>	<ul style="list-style-type: none"> ● Chunking of materials ● Use of timers ● Provide study guides prior to assessments ● Pre-teach material ● Rephrase of questions and directions ● Providing opportunity to answer orally when appropriate ● Provide opportunity to review and correct assessments ● Focus on essential vocabulary

	<ul style="list-style-type: none"> ● Guided questioning and notetaking ● Peer editing and review ● Use of visuals ● Teacher explicit modeling ● Frequent check-ins and monitoring of progress ● Partner student with buddy ● Provide supplemental videos for support when appropriate
504	<ul style="list-style-type: none"> ● Check for understanding ● Use of visuals ● Extended Time ● Use short and simple directions ● Give time for breaks ● Preferential Seating ● Use of assisted technology
Gifted and Talented	<ul style="list-style-type: none"> ● More complex tasks and projects ● Higher level questioning and techniques ● Peer mentoring ● Independent extension of content based on interest ● Supplemental reading on topics ● Independent study- student choice ● Real world problems and scenarios that apply to concepts to extend the learning ● Student driven assignments with feedback from peers and teacher
<u>Evidence of Learning - Assessment</u>	

Health

Formative:

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

Summative:

- Health Unit Assessments

Alternative:

- Modified quiz

Physical Education

Formative:

- Locomotor Skills Checklist
- Locomotor Skills Rubric
- Teacher Observation
- Checking for Understanding by Question & Answer
- Peer Assessment

Benchmark:

- Presidential Physical Fitness Testing

Summative:

- Skill Demonstration
- Teacher Checklist
- Individual Group

Alternative:

- Self Assessment

Dance

- Teacher observation and anecdotal notes of the exercises, balance warm-ups, and structures including movement games.

Core Instructional Materials

- Speakers/community helpers
- Literature: stories
- Videos
- Teacher resource/reference materials
- The Great Body Shop, Lesson-Planning Skills Based Elementary Health Education, SHAPE, SPARK

Supplemental Materials

- Open Circle

Digital Resources

- Computer and Internet references:
- www.aahperd.org - The Alliance for Health, Physical Education, Recreation and Dance
- www.americanheart.org - The American Heart Association
- www.sparkpe.org – Spark PE
- <https://www.thegreatbodyshop.net/> -Great Body Shop
- www.kidshealth.org

Suggested Learning Activities Directly Connected to Student Learning Objectives

HEALTH

Students will be able to:

- Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety) by
 - Engaging in follow up discussions after Open Circle U2L8: Recognizing and Naming Our Feelings
 - Providing examples of feelings words and when they are expressed.
 - Engaging in follow up discussions after Open Circle U3L16: Expressing Angry Feelings

- Role playing ways to express emotions.
- Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress by
 - Engaging in follow up discussions after Open Circle U2L10: Getting Calm When You Feel Upset.
 - Charting student responses.
- 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 by
 - Engaging in a discussion after completing the Open Circle supplementary lesson S7: Talking to Someone Who Can Help.
- Develop strategies to reduce the risk of injuries at home, school, and in the community by
 - Collaborating with peers to determine possible injuries that could occur in the various locations and researching how to reduce the risks.
 - Presenting findings to class.
- Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.) by
 - Creating posters that show the procedures in words and pictures.
 - Role-playing procedures with a partner.
- Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation by
 - Reading and discussing The Great Body Shop, TG301 Lesson 1: Safety Sleuths.
 - Creating a web indicating things they can do to stay safe when traveling.

Additional Activities:

- Week of Respect (First week in October)
- Fire Prevention Week- Visit from Fire Department to learn about fire safety.
 - [Kidshealth.org: Fire Safety](https://kidshealth.org/parents/fire-safety)
- Schoolwide Cancer Awareness Collection (October/November)

PHYSICAL EDUCATION

Students will be able to:

- 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) by
 - Maintaining control of body when participating in soccer dribbling and passing exercises.
 - Practicing eye-hand coordination when participating in football throwing and catching exercises.

- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles by
 - Participating in Halloween dances such as Ghostbusters and Monster Mash Dance.
- 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) by
 - Engaging in formal games such as Sideline Soccer or Football Relay
- Develop the necessary body control to improve stability and balance during movement and physical activity by
 - Engaging in stretching and balance exercises as warm ups.
- Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance by
 - Engaging in a 1-1 feedback session with the teacher to identify areas of successes and growth and applying the feedback to another practice run.
 - Self-assessing and sharing growth with a peer after completing an activity.

DANCE

Students will be able to:

- Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content by:
 - Practicing exercises and combinations that build strength, awareness, coordination and control.
 - Creating a warm up using balance, strength, endurance and flexibility.
 - Exploring structures such as Follow the Changing Leader, Echoing, Pass the Movement.

Interdisciplinary Connections

Mathematics

3.NBT.A. 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

- Bowling: Adding up Bowling Score, applying spares and strikes into calculation.

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1,

6.3.5.CivicsPD.2).

- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrates creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will take a pulse on how they are feeling by touching the emotion emoji on the poster as they enter and exit the gymnasium.
- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Students will practice calming strategies taught in SEL and health to be able to utilize them when faced with a stressful situation.
 - Use of cool down spot in gymnasium for students to use as needed to regulate.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Providing a variety of options in completing activities and engaging students in conversation around the idea that people have different styles of learning.
- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful

relationships and resolve interpersonal conflicts

- Connections:

- Students engage in peer assessment to provide constructive feedback. Students are encouraged to provide positive specific feedback to peers.

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions

- Connections:

- Students will engage in discussions around safe use of equipment during the introduction of new concepts. Students will be part of the development of goals for learning in CHPE and refer back to these goals throughout.
 - Follow rules of games in PE.

NJSLS Computer Science Design Thinking

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

**New Jersey Student Learning Standards for CHPE
Unit 2- Personal, social and sexual health and movement concepts**

Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos,

		<p>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>
Movement Skills and Concepts	Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	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.
Personal Growth and Development	Health is influenced by the interaction of body systems.	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).
Social and Sexual Health	People in healthy relationships share thoughts and feelings, as well as mutual respect.	<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>
Dance		
Anchor Standard 1: Generating and	Enduring Understanding: Choreographers use a variety of	1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to

conceptualizing ideas.	sources as inspiration and transform concepts and ideas into movement for artistic expression.	develop dance content.
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

Unit 2- Personal, social and sexual health and movement concepts

Essential Questions

HEALTH:

- How is your health influenced by the interaction of your body systems?
- Why is it important for individuals in relationships to share thoughts and feelings with each other?
- What are characteristics of a healthy relationship?

PHYSICAL EDUCATION:

- How can you demonstrate body management, movement sequences, and show control while moving?
- How can you perform movement skills in isolated and applied settings?
- How can you correct movement skills through feedback?

DANCE:

- Where do choreographers get ideas for dances?
- How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
- How is the body used as an instrument for technical and artistic expression?

Student Learning Objectives

HEALTH

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).
- Describe 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.

PHYSICAL EDUCATION

Students will be able to:

- 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).
- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 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).
- Develop the necessary body control to improve stability and balance during movement and physical activity.
- Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

DANCE:

Students will be able to:

- Solve multiple movement problems using the elements of dance to develop dance content.
- Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

Modifications	
English Language Learners	<ul style="list-style-type: none"> ● Pointing to objects as you say them, such as 'basketball' or 'racquet' ● Physically demonstrating something, such as dribbling a basketball ● Developing non-verbal cues, such as holding up a hand to say 'stop' ● Using a whistle to indicate start and stop times or errors ● Referring to a picture or diagram when introducing a new activity ● Use of Total Physical Response (TPR) to develop vocabulary through integration of words and movement. (Ex. Say, “dribble the ball” while modeling how to dribble) ● Use of visuals ● Frontloading vocabulary with pictures

	<ul style="list-style-type: none"> ● Connect vocabulary to native language when appropriate
Special Education	<ul style="list-style-type: none"> ● Chunking of materials ● Use of timers ● Provide study guides prior to assessments ● Pre-teach material ● Rephrase of questions and directions ● Providing opportunity to answer orally when appropriate ● Provide opportunity to review and correct assessments ● Focus on essential vocabulary ● Guided questioning and notetaking ● Peer editing and review ● Use of assisted technology ● Use of visuals ● Teacher explicit modeling ● Frequent check-ins and monitoring of progress ● Partner student with buddy ● Provide supplemental videos for support when appropriate
At-Risk	<ul style="list-style-type: none"> ● Chunking of materials ● Use of timers ● Provide study guides prior to assessments ● Pre-teach material ● Rephrase of questions and directions ● Providing opportunity to answer orally when appropriate ● Provide opportunity to review and correct assessments ● Focus on essential vocabulary

	<ul style="list-style-type: none"> ● Guided questioning and notetaking ● Peer editing and review ● Use of visuals ● Teacher explicit modeling ● Frequent check-ins and monitoring of progress ● Partner student with buddy ● Provide supplemental videos for support when appropriate
504	<ul style="list-style-type: none"> ● Check for understanding ● Use of visuals ● Extended Time ● Use short and simple directions ● Give time for breaks ● Preferential Seating ● Use of assisted technology
Gifted and Talented	<ul style="list-style-type: none"> ● More complex tasks and projects ● Higher level questioning and techniques ● Peer mentoring ● Independent extension of content based on interest ● Supplemental reading on topics ● Independent study- student choice ● Real world problems and scenarios that apply to concepts to extend the learning ● Student driven assignments with feedback from peers and teacher
<u>Evidence of Learning - Assessment</u>	

Health

Formative:

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

Summative:

- Health Unit Assessments

Alternative:

- Modified quiz

Physical Education

Formative:

- Manipulative Skills Checklist
- Manipulative Skills Rubric
- Peer Assessment
- Teacher Observation
- Checking for Understanding by Question & Answer

Benchmark:

- American Heart Association's Kids Heart Challenge

Summative:

- Skill Demonstration
- Teacher Checklist
- Individual Group

Alternative:

- Self Assessment

Dance

- Teacher observation and student reflection on movement problems.
- Teacher observation and student reflection on turn-and-talks regarding the importance of proper nutrition and how to prevent injuries in dance.
- Class sharing of data from pedometers when dancing. Reflection on goals for improvement.
- Teacher anecdotal notes on feelings check-in/out.

Core Instructional Materials

- Speakers/community helpers
- Literature: stories
- Videos
- Teacher resource/reference materials

The Great Body Shop, Lesson-Planning Skills Based Elementary Health Education, SHAPE, SPARK

Supplemental Materials

- Open Circle

Digital Resources

- Computer and Internet references:
- www.aahperd.org - The Alliance for Health, Physical Education, Recreation and Dance
- www.americanheart.org - The American Heart Association
- www.sparkpe.org – Spark PE
- <https://www.thegreatbodyshop.net/> -Great Body Shop
- www.kidshealth.org

Suggested Learning Activities Directly Connected to Student Learning Objectives

HEALTH

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) by

- Engaging in a discussion around what you do to take care of yourself.
- Charting health strategies.
 - The Great Body Shop TG303 Lesson 3: Food Labels and Lesson 4: Helpful Habits
- Describe the characteristics of healthy versus unhealthy relationships among friends and with family members by
 - Reading The Great Body Shop TG 305 Lesson 2: How Attitudes Affect Your Actions and discussing the examples of unhealthy friendships.
 - Engaging in Activity A06: Positive and Negative Peer Pressure to classify examples as positive/negative.
 - Engaging in Activity A24: Good Friends to create “Wanted” posters displaying characteristics you would want in a friend.
- Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others by
 - Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others by
 - Engaging in a discussion about what it means to tease, harass, or bully.
 - Listening to [Say Something by Peggy Moss](#) to identify how some of the characters behaved inappropriately to others in the story found on Epic.
 - Engaging in read aloud of *I Talk Like a River* by Jordan Scott. (See lesson plan below.)
 - Engaging in Anti-bullying activities through kidshealth.org (Kids Health in the Classroom)
 - [Teachers’ Guide Bullying](#)

PHYSICAL EDUCATION

Students will be able to:

- 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) by
 - Participating in Drills
 - Basketball- ball handling skills
 - Volleyball- bump and set
 - Soccer - dribbling and passing
 - Hockey- shooting targets
 - Juggling
 - Using stilts
 - Performing on balance beam

- Balancing spinning plates
- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles by
 - Participating in holiday dances with different tempos, rhythms, and styles and sharing why the movements are different based on these.
- 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) by
 - Engaging in skill practice and games for:
 - Basketball
 - Hockey
 - Volleyball
 - Hockey
- Develop the necessary body control to improve stability and balance during movement and physical activity by
 - Engaging in stretching and balance exercises as warm ups.
- Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance by
 - Engaging in a 1-1 feedback session with the teacher to identify areas of successes and growth and applying the feedback to next practice.
 - Self-assessing and sharing growth with a peer after completing an activity.

DANCE:

Students will be able to:

- Solve multiple movement problems using the elements of dance to develop dance content by
 - Engaging in holiday dances.
 - Participating in the creation and performance of balance beam routines.
 - Performing dances with various materials such as scarves, ribbons, etc.
 - Reflecting on performances and brainstorming solutions to movement problems in dance to enhance performance.
 - [Glossary of Dance Terms](#)
- Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer by
 - Engaging in a turn-and-talk with a classmate about:
 - How to prevent injuries using warm ups and cool downs.
 - The importance of proper nutrition when engaging in dance.

- Use of pedometers to track heart rate when dancing.
 - Participating in a feelings check-in/check-out.

Interdisciplinary Connections

Mathematics

3.NBT.A. Use place value understanding and properties of operations to perform multi-digit arithmetic.

- Basketball Golf: Adding Personal Score
- Dice Roll: Students need to add the two dice together and look at the exercise that correlates to the number.

Reading

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

- Kids Heart Challenge:
 - Drawing of a Heart.
 - Writing several sentences on how the heart helps your body and how you plan to stay active.

NJSLS Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP3 Consider the environmental, social, and economic impacts of decisions.
- CLKSP4 Demonstrate creativity and innovation.
- CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKSP6 Model integrity, ethical leadership and effective management.

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will take a pulse on how they are feeling by touching the emotion emoji on the poster as they enter and exit the gymnasium.

- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Students will practice calming strategies taught in SEL and health to be able to utilize them when faced with a stressful situation.
 - Use of cool down spot in gymnasium for students to use as needed to regulate.

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Providing a variety of options in completing activities and engaging students in conversation around the idea that people have different styles of learning.

- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Students engage in peer assessment to provide constructive feedback. Students are encouraged to provide positive specific feedback to peers.

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Students will engage in discussions around safe use of equipment during the introduction of new concepts. Students will be part of the development of goals for learning in CHPE and refer back to these goals throughout.
 - Follow rules of games in PE.

NJSLS Computer Science Design Thinking

8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

[Diversity Mandate Lesson Plans](#)

November: *I Talk Like a River* by Jordan Scott (Connect in SEL)

**New Jersey Student Learning Standards for CHPE
Unit 3- Social and sexual health, community wellness and movement concepts**

Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	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.	<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>
Movement Skills and Concepts	Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	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.

Social and Sexual Health	Family members impact the development of their children physically, socially and emotionally.	2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
Dance		
Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.	Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders

Unit 3 - Social and sexual health, community wellness and movement concepts

Essential Questions

HEALTH:

- How can family members impact the development of their children physically, socially and emotionally?

PHYSICAL EDUCATION:

- How can you demonstrate body management, movement sequences, and show control while moving?
- How can you perform movement skills in isolated and applied settings?
- How can you correct movement skills through feedback?

DANCE:

- What influences choice-making in creating choreography?
- How is the body used as an instrument for technical and artistic expression?

Student Learning Objectives

HEALTH

Students will be able to:

- 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 about a variety of topics.

PHYSICAL EDUCATION

Students will be able to:

- 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).
- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 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).
- Develop the necessary body control to improve stability and balance during movement and physical activity.
- Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

DANCE

Students will be able to:

- Identify body organization.
- Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.

Modifications	
English Language Learners	<ul style="list-style-type: none"> ● Pointing to objects as you say them, such as 'basketball' or 'racquet' ● Physically demonstrating something, such as dribbling a basketball ● Developing non-verbal cues, such as holding up a hand to say 'stop' ● Using a whistle to indicate start and stop times or errors ● Referring to a picture or diagram when introducing a new activity ● Use of Total Physical Response (TPR) to develop vocabulary through integration of words and movement. (Ex. Say, “dribble the ball” while modeling how to dribble) ● Use of visuals ● Frontloading vocabulary with pictures

	<ul style="list-style-type: none"> ● Connect vocabulary to native language when appropriate
Special Education	<ul style="list-style-type: none"> ● Chunking of materials ● Use of timers ● Provide study guides prior to assessments ● Pre-teach material ● Rephrase of questions and directions ● Providing opportunity to answer orally when appropriate ● Provide opportunity to review and correct assessments ● Focus on essential vocabulary ● Guided questioning and notetaking ● Peer editing and review ● Use of assisted technology ● Use of visuals ● Teacher explicit modeling ● Frequent check-ins and monitoring of progress ● Partner student with buddy ● Provide supplemental videos for support when appropriate
At-Risk	<ul style="list-style-type: none"> ● Chunking of materials ● Use of timers ● Provide study guides prior to assessments ● Pre-teach material ● Rephrase of questions and directions ● Providing opportunity to answer orally when appropriate ● Provide opportunity to review and correct assessments ● Focus on essential vocabulary

	<ul style="list-style-type: none"> ● Guided questioning and notetaking ● Peer editing and review ● Use of visuals ● Teacher explicit modeling ● Frequent check-ins and monitoring of progress ● Partner student with buddy ● Provide supplemental videos for support when appropriate
504	<ul style="list-style-type: none"> ● Check for understanding ● Use of visuals ● Extended Time ● Use short and simple directions ● Give time for breaks ● Preferential Seating ● Use of assisted technology
Gifted and Talented	<ul style="list-style-type: none"> ● More complex tasks and projects ● Higher level questioning and techniques ● Peer mentoring ● Independent extension of content based on interest ● Supplemental reading on topics ● Independent study- student choice ● Real world problems and scenarios that apply to concepts to extend the learning ● Student driven assignments with feedback from peers and teacher
<u>Evidence of Learning - Assessment</u>	

Health

Formative:

- Rubrics
- Peer Assessment
- Self- Assessment
- Teacher Observation
- Anecdotal notes
- Checking for understanding by questions and answers
- Checklists

Summative:

- Health Unit Assessments

Alternative:

- Modified quiz

Physical Education

Formative:

- Non Manipulative Skills Checklist
- Non Manipulative Skills Rubric
- Movement & Rhythm Performance
- Teacher Observation
- Checking for Understanding by Question & Answer
- Peer Assessment

Benchmark:

- Presidential Physical Fitness Testing

Summative:

- Skill Demonstration
- Teacher Checklist
- Individual Group

Alternative:

- Self Assessment

Dance

- Teacher observation of student participation in yoga activities.
- Student reflection after participating in various stretching and breathing exercises to share impact.
- Student responses to dance movement through discussion after video.

Core Instructional Materials

- Speakers/community helpers
- Literature: stories
- Videos
- Teacher resource/reference materials
The Great Body Shop, Lesson-Planning Skills Based Elementary Health Education, SHAPE, SPARK

Supplemental Materials

- Open Circle

Digital Resources

- Computer and Internet references:
- www.aahperd.org - The Alliance for Health, Physical Education, Recreation and Dance
- www.americanheart.org - The American Heart Association
- www.sparkpe.org – Spark PE
- <https://www.thegreatbodyshop.net/> -Great Body Shop
- www.kidshealth.org

Suggested Learning Activities Directly Connected to Student Learning Objectives

HEALTH

Students will be able to:

- Describe how families can share common values, offer emotional support, and set boundaries and limits by
 - Showing how you respect the importance of the family unit

- Charting responsibilities within the family for different members
- Comparing and contrasting two families with different family traditions
- Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics by
 - Discussing the decision making process and refusal skills and the role of communicating with a trusted adult plays in the process
 - The Great Body Shop, Grade 3, Book 6. Lesson 2

PHYSICAL EDUCATION

Students will be able to:

- 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) by
 - Participating in kicking games
 - Kickball
 - Matball
 - Acquiring the skills to participate in backyard games
 - 4 Square
 - Baggo/Corn Hole
 - Can Jam
 - Ladder Ball
 - Demonstrating coordination needed for
 - Frisbee
 - Form / Practice / Movement
 - Target
 - Disc Golf
- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles by
 - Participating in mindfulness exercises
 - Demonstrating movement
 - Engaging in meditation
- 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) by

- Participating in movement games
 - Pacman
 - Sneak Attack
 - Garbage Ball
 - Battle Bots
- Participating in cooperative games
 - Hula Hoop Build
 - Hidden Figure
 - Lava River / Island Hopping
 - BattleShip
 - Speedball
 - Treasure Hunt
 - Hungry Hungry Hippos
- Participating in net games
 - Badminton
 - Rules / Serve / Rotation
 - Game Play
 - Paddle Ball
 - Rules / Serve / Rotation
 - Game Play
 - Pickleball
 - Rules / Serve / Rotation
 - Game Play
 - Net Games
 - Up and Over
 - Balloon Tennis
- Develop the necessary body control to improve stability and balance during movement and physical activity by
 - Engaging in stretching and balance exercises as warm ups.
- Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and

demonstrating how the change improves performance by

- Engaging in a 1-1 feedback session with the teacher to identify areas of successes and growth and applying the feedback to next practice.
- Self-assessing and sharing growth with a peer after completing an activity.

DANCE

Students will be able to:

- Identify body organization by
 - Viewing short dance videos and noticing how the dancers use their bodies.
 - Capturing notes in [Body Tool Form](#)
- Demonstrate use of elongated spine and engage in release of tension from spine/shoulders by
 - Engaging in stretching and breathing exercises.
 - Participating in yoga activities.

Interdisciplinary Connections

Mathematics

3.NBT.A. Use place value understanding and properties of operations to perform multi-digit arithmetic.

- Net Games: Students are the scorekeepers;
- Backyard Games: Students are in charge of keeping personal scores and game scores.

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