

**OCEAN COUNTY YOUR HEALTH & PHYSICAL EDUCATION
CURRICULUM**

Content Area: HEALTH & PHYSICAL EDUCATION

Course Title: HEALTH & PHYSICAL EDUCATION

Grade Level: 3 - 2.1

Personal Growth and Development	1 Week
Nutrition	1 Week
Diseases and Health Conditions	1 Week
Safety	4 Weeks
Social and Emotional Health	4 Weeks
Unit Plan 6	Pacing Guide

Date Created: 07/11/2012

Board Approved on: 9/19/12

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM
Unit Overview**

William Fall – Point Pleasant Borough, Martha Groh – Ocean Township, Jeff Martin – Stafford Township, Kaitlyn Prior- Island Heights Grade School, Nina Rispoli- Island Heights Grade School, Ryan Savianeso – Stafford Township, Tracy Williams – Little Egg Harbor

Content Area: HEALTH & PHYSICAL EDUCATION		Grade: 3
Standard: 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Strand: A. Personal Growth and Development		
Summary: The dimensions of wellness are interrelated and impact overall personal well-being.		
College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see http://www.corestandards.org/the-standards/english-language-arts-standards		
Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science		
21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture		
Learning Targets		
Content Standards		
2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Number	Common Core Standard for Mastery	
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.	
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.	
Number	Common Core Standard for Introduction	
2.1.2.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.	
2.1.2.A.2	Determine the relationship of personal health practices and behaviors on an individual’s body systems.	
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> • What are the physical, social, emotional, and mental dimensions of personal wellness and how do they interact? • What are the effects of the personal health practices and behaviors on an individual’s body systems? 		<i>Students will understand that...</i> <ul style="list-style-type: none"> • The physical, social, emotional, and mental dimensions of personal wellness and how they interact. • Personal health practices and behaviors have an impact on an individual’s body systems.
Unit Objectives		Unit Objectives
<i>Students will know...</i> <ul style="list-style-type: none"> • The physical, social, emotional, and mental dimensions of personal wellness and how they interact. • Personal health practices and behaviors have an impact on an individual’s body 		<i>Students will be able to...</i> <ul style="list-style-type: none"> • Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • Determine the relationship of personal health practices and behaviors on an individual’s body systems.

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systems.

Evidence of Learning

Formative Assessments

- Teacher observation
- Student participation
- Checklist
- Rubric
- Verbal question and answer

Summative Assessments

- Teacher observation
- Student participation
- Rubric score
- Verbal question and answer

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Shorter assignments when needed.
- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Use of preferential seating.
- Provide opportunity for movement.
- Provide student with cool off location.
- Allow for additional time for written work as well as to comprehend and master skill introduced.
- Assign student a peer tutor/partner learner when necessary.
- Keep in mind learner's multi sensory, visual, and auditory style.
- Provide variety of size manipulatives to accommodate student needs.
- Provide extra worksheets for students who exceed given assignment.
- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Ready-to-Use PE Activities K-6 Landy & Landy
Physical Education Curriculum Activities Kit K-6 Wheeler & Spilker
Elementary Teacher's Handbook of Indoor and Outdoor Games Kamiya
Health Promotion Wave Kit
Here's Looking at You 2000
NJ Comprehensive Health & PE Curriculum Framework
Sunburst Building Character Kit

Teacher Notes:

50 Ways To Use Technology

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Each of the activities below can be used by teachers for their classes, but imagine how much more powerful they might be if students worked on these as class projects, under a teacher's direction. There are substantial opportunities for classroom creativity, student ownership, and integrating technology into the curriculum.

Word Processing (with graphics and draw tools)

1. Compose a story/news article/book review and illustrate it with clip art or graphics
2. Expand vocabulary within any written work using the thesaurus in your word processing application
3. Create a resume for any famous person in history
4. Compare and contrast any two (or more) things using a Venn diagram
5. Plan steps or activities with a concept web or map—or use special software designed for this purpose
6. Devise a character comparison chart in table format
7. Use a table to generate timelines for projects or to record historical events
8. Design a postcard highlighting your school, local community, or Ohio (for the bicentennial!)
9. Publish a class or grade "newspaper" or student-produced newsletter or flyer

Spreadsheets and Databases

10. Document progress for a unit or an activity in your class
11. Take a survey and chart the results
12. Collect information about define the differences graphically—the heights of the tallest roller coasters
13. Make a "real world" budget to learn about income, purchasing, and consumer science
14. Do a "reality check" for a "dream car" or "dream house" by calculating payments with varied interest rates
15. Strategize for a fund-raiser by working with supply, demand, and price
16. Build a class "contact list" for homework help and information sharing
17. Keep an updated inventory of class materials and resources
18. Measure and record data to show cumulative results—"Hands Across the Class" or a "Dance-a-Thon"

Internet

19. Go on an Internet Scavenger Hunt
20. Explore places you could never visit through streaming video
21. Investigate any situation through a WebQuest—created by someone else or you can create your own
22. Track data—the weather over time, or in different places, or changes in the Stock Market
23. Start the day or week with "Current Events," even in a content area, from major news sources
24. Watch or join an adventure online
25. Contribute to a research team—student data contributions and tracking are used for many projects
26. Research what happened the day you were born
27. Play a role in an online simulation—there is even a United Nations simulation for Middle School
28. Test your knowledge with daily quizzes—the National Geography Bee posts new questions daily
29. Become a "Jason Project" member
30. Follow the Iditarod

Email

31. Ask an expert or an author for his or her opinion or insight on a topic you are studying
32. Become an "e-pal" to someone anywhere in the world
33. Contact your Congressional Representative, Senators, or state officials with your concerns or questions

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- 34. Share your expertise or opinion, or post a question on a message board
- 35. Initiate a friendly competition in reading or physical fitness activities with another class or school and share results

Presentation Software

- 36. Pull group work together in a class presentation with each group having a few slides in a presentation
- 37. Compile information into a common format—"Math Formulas We Use" created by and for students
- 38. Record "class info and rules" for new student orientation
- 39. Make a digital "memory book" for the year

Digital Camera

- 40. Capture the moment—class presentations, field trips, or activities!
- 41. Provide supporting "evidence" in a project or report

Digital Video

- 42. Document processes for use and review—lab equipment and procedures
- 43. Record a class project or event, such as a field trip or guest speaker, for further learning activities
- 44. Create a "newscast" of some event—current or historical—students presenting the information

Web Page

- 45. Design a web page or site to direct students' learning activities in a class or for a project
- 46. Upload a page with results of students' work—art, maps, or even digital presentations
- 47. Share the results of student investigations by posting results on the Web
- 48. Use web page creation software to create a portfolio on a CD-ROM

Videoconferencing

- 49. Converse and collaborate with another class on a project
- 50. Take a course, in real time, from an instructor and with other students at various locations

Low and High Prep Differentiation Strategies

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

Low Prep Strategies	
Varied journal prompts, spelling or vocabulary lists	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
Anchor activities	Anchor activities provide meaningful options for students

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	when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
Choices of books	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
Choices of review activities	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
Homework options	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
Student-teacher goal setting	The teacher and student work together to develop individual learning goals for the student.
Flexible grouping	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
Varied computer programs	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
Multiple Intelligence or Learning Style options	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
Varying scaffolding of same organizer	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
Think-Pair-Share by readiness, interest, and/or learning profile	Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
Mini workshops to re-teach or extend skills	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.

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Orbitals	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
Games to practice mastery of information and skill	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
Multiple levels of questions	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep. Strategies	
Cubing	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
Tiered assignment/product	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.
Independent studies	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
4MAT	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal

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	involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
Jigsaw	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
Multiple texts	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
Alternative assessments	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
Modified Assessments	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
Learning contracts or Personal Agendas	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
Compacting	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
Literature circles	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
Readers'	The Readers' Workshop approach involves students in three

Workshop (Writers' Workshop is a parallel strategy)	types of activities: <ul style="list-style-type: none"> • Mini-lessons (5-10 minutes) on some aspect of literature or a reading strategy. • Independent Reading Time (30-40 minutes), where students keep a journal and respond to the literature in terms of what they think or how they feel about what they are reading. • Sharing Time (10 minutes), where students share with another person their journal entries and the other person gives feedback.
Stations/ Learning Centers	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
Tape recorded materials at different levels	Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
Tic-Tac-Toe Choice Board (sometimes called "Think-Tac-Toe")	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: <ul style="list-style-type: none"> - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
Choice Boards	Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Lesson Closure with Examples or 40 Ways to Leave a Lesson

CLOSURE - what the instructor does to facilitate *wrap-up* at the end of the lesson - it is a quick review, to

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remind students what it was that they have learned (or should have learned) and allows you to see where the students are to assist you in planning for the next lesson. The intellectual work should be done by the students – not the instructor summarizing for the students and telling them what they learned. Closure allows students to summarize main ideas, evaluate class processes, answer questions posed at the beginning of the lesson, and link to both the past and the future. Closure is an opportunity for formative assessment and helps the instructor decide:

1. If additional practice is needed
2. Whether you need to re-teach
3. Whether you can move on to the next part of the lesson

Closure comes in the form of information **from students** about what they learned during the class; for example, a restatement of the instructional purpose. This information then provides a knowledge of the results for the teacher, i.e., did you teach what you intended to teach and have the students learned what you intended to have them learn?

Lesson Closing in a nutshell – can be one or some combination of the purposes below. It should be a meaningful end to the lesson.

- Reviewing the key points of the lesson.
- Giving students opportunities to draw conclusions from the lesson.
- Describing when the students can use this new information.
- Previewing future lessons.
- Demonstrating student’s problem-solving process.
- Exhibiting student learning.
- Creating a smooth transition from one lesson to the next lesson.

Title Synopsis

1. Cornell Notes

Notes can be used in a variety of ways. Completing the summary, checking with a partner for completeness, comparing to teacher’s idea of what the key ideas were.

<http://coe.jmu.edu/learningtoolbox/cornellnotes.html>

2. Journal Entry

Each day students write about 2 things they learned (use of a journal could incorporate most of these other closure examples)

<http://content.scholastic.com/browse/article.jsp?id=3583>

3. Exit Pass

Student must answer in writing questions or reflect in some way about the learning before being allowed to leave the room. Math example – work a question from the material covered during the lesson, use as formative assessment for the following day, sort into piles: got it/ didn’t get it or minor errors / conceptual errors.

Examples

☺ I really understood this idea...

I have a few questions about... before I can say I understand

I don’t even know where to start on ...

I am excited about...

I’d like to learn more about...

A question I have is...

This point is really clear

One thing that squares with things I already know is...

An idea that is still going around in my head is...

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4. You're stuck here until...

This is a variation of the exit pass and great for a 90-30 second gap before dismissal. Depending on time, have students discuss the day's vocabulary and then they have to define one word in their own words, to you, before they go out the door. If they are having difficulty, have them step to the side and listen to several other students and then try again. This should be framed in good humor, not in a punitive way.

5. Whip Around

Students quickly and verbally share one thing they learned in the class today. You can have them toss a ball from one to another or just have volunteers. (Caveat – you have to have a safe trusting environment. I have seen this done where kids chose others based on their perception that the student won't have anything to say.)

6. 3-2-1 3 things they learned, 2 things they have a question about, 1 thing they want the instructor to know – post-its, index cards, whatever

7. Fishbowl

Student writes one question they have about the topic of this lesson. This can be something for which they know the answer or for which they want an answer. Form an inner and outer circle. Share question with the person in front of you see if they know the answer, switch who is asking question, if time rotate to a new partner

8. Summary Paragraph What was learned today – be specific with examples!

9. Explain a Procedure Write to an absent student and explain how to

10. Here's How...

Students write a detailed explanation of a procedure - with an example to demonstrate their understanding of the concept. They then give their partner the un-worked example and the detailed instructions and have the partner work the example from the directions. Then they peer edit the procedures for clarity.

11. Cliff Notes, Jr. Students prepare a "cheat sheet" that would be useful for having during a quiz over the day's topic.

12. Three W's

Students discuss or write

· **What** did we learn today?

· **So What**?(relevancy, importance, usefulness)

· **Now What?** (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)

13. Pair / Share

Tell the person next to you 2 (3,4,5,...) things you have learned today, then the groups report out.

Variation is to have students Think/Write/Pair/ Share

14. Gallery Walk

Students create graphic representations of their learning and post them. Students can either share out the posters or students can move from station to station – writing questions or comments, noting similarities and differences, reflect on what they might do differently if they were to repeat the process.

15. Choose from the Daily Dozen

Student choose two questions from a generic list to respond to about the day's lesson.

16. Quiz

Could be daily or intermittent. 2-4 questions to show what they learned. Small individual whiteboards work well for a formative assessment and reduces the paperwork. Don't forget to ask conceptual questions!

17. Thumbs Up /Thumbs down

Pose some questions that can be answered thumbs up/down/ sideways, ask for explanation of the decisions.

18. Quick doodles Doodle / draw two or three concepts presented in the lesson may include words or

numbers.

19. Key Ideas

Students list the key ideas from the lesson and why they were important.

20. “What am I?” (riddles for key terms)

Have students construct clues (riddles) about the key terms and quiz partners or the room

21. Jeopardy

Teacher gives answer. Students create the question. This works well with dry erase boards.

http://www.hardin.k12.ky.us/res_techn/countyjeopardygames.htm

22. Be Alex Trebek Student poses answer/question to group about lesson –responses should come from other students, not the teacher

23. Be the Teacher

Students present three key ideas they think everyone should have learned. Could be done with a group or individually –responses can be either oral or written.

24. The Five W’s Students explain the who, what, where, when, why and how of the lesson.

25. Credit Cards

Students are given an index card and required to state the lesson’s objective and if they feel that objective was met. Credit given for participating.

26. Postcard Students are given an index card and they write a postcard to their parents explaining the day’s lesson.

27. Pros and Cons Students list pros and cons of the issue discussed in class (might be a challenge in a math class.)

28. So What’s Up With?

Students raise questions about something they either were unsure about or need clarification. Can be done orally or written.

29. Quiz Master Students prepare a short quiz (+ 5 questions with answers) At least 2 of the questions must start How...? or Why...?

30. Journal Entry Each day students write about 2 things they learned (use of a journal could incorporate most of these other closure examples.)

31. I Care Why? Students explain relevancy of the concept to their life or how they might use it.

32. It Fits Where?

Students create a “time line “ of the concepts taught (sequence the concepts) or explain a connection to something else they know.

33. Element of Surprise

Students receive an envelope containing a card with a word or phrase selected by the teacher. Students discuss the concept and list the content-specific vocabulary necessary to discuss it.

34. Numbered Heads Together

Students in groups of up to five are numbered sequentially. As a group they create a list of 3-5 things learned in the lesson and then the teacher calls one number from each group to report to the class something they learned.

35. We Learned What?

Students write open ended questions on index cards. Two students are selected to come forward. The first student draws a question card and poses the question to the class. After the class discusses the question and answers with their partner - the second student draws a student name card to respond to the question. (These questions could also be used to launch the next day’s lesson.)

36. We’re Going Where?

Students predict the topic of tomorrow’s lesson – be sure to refer to the predictions the next day as either

an opener or in closure.

37. It Looks Like This

An actual object or model that directly relates to the lesson is shown and students explain how it connects to the day's concept.

38. Sell It To Us

Write a jingle that explains the main idea of the lesson.

39. Commercial Students write a 1 – 2 minute commercial to use at home when asked, “What happened in math class today?”

40. 4 box synectics

Synectics connect unrelated ideas through metaphor. Students have a sheet with four boxes. In each box is a stem. Solving equations is like eating an orange because...” “Solving equations is like driving a car because...”

Resources used

www.eduref.org/Virtual/Lessons/Guide.shtml

Educators Reference Desk, How to write a lesson Plan

Winning Through Student Participation in Lesson Closure. Patricia Wolf and Viola Supon . EDRS (ERIC)

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Content Area: HEALTH & PHYSICAL EDUCATION	Grade: 3
Standard: 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand: B. Nutrition	
Summary: Choosing a balanced variety of nutritious foods contributes to wellness.	
Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science	
21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture	
Learning Targets	
Content Standards	
2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Number	Common Core Standard for Mastery
2.1.2.B.2	Explain how foods in the food pyramid (My Plate) differ in nutritional content and value.
2.1.2.B.3	Summarize information about food found on product labels.
Number	Common Core Standard for Introduction

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2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
2.1.4.B.4	Interpret food product labels based on nutritional content.
Unit Essential Questions <ul style="list-style-type: none"> • How does healthy eating provide energy, help maintain healthy weight, lower risk of disease and keep body systems functioning effectively? • What is the difference between healthy and unhealthy eating practices? • How could you create a healthy meal based on nutritional content, value, calories, and cost? • Can you create your own nutritional label? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Choosing a balanced variety of nutritious foods contributes to wellness.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • Choosing a balanced variety of nutritious foods contributes to wellness. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • Differentiate between healthy and unhealthy eating practices. • Create a healthy meal based on nutritional content, value, calories, and cost. • Interpret food product labels based on nutritional content.

Evidence of Learning	
Formative Assessments <ul style="list-style-type: none"> • Teacher observation • Student participation • Checklist • Rubric • Verbal question and answer 	
Summative Assessments <ul style="list-style-type: none"> • Teacher observation • Student participation • Rubric score • Verbal question and answer 	
Modifications (ELLs, Special Education, Gifted and Talented)	

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- Follow all IEP modifications/504 plan
- Shorter assignments when needed.
- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Use of preferential seating.
- Provide opportunity for movement.
- Provide student with cool off location.
- Allow for additional time for written work as well as to comprehend and master skill introduced.
- Assign student a peer tutor/partner learner when necessary.
- Keep in mind learner's multi sensory, visual, and auditory style.
- Provide variety of size manipulatives to accommodate student needs.
- Provide extra worksheets for students who exceed given assignment.
- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites.
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students.

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Ready-to-Use PE Activities K-6 Landy & Landy
Physical Education Curriculum Activities Kit K-6 Wheeler & Spilker
Elementary Teacher's Handbook of Indoor and Outdoor Games Kamiya
Health Promotion Wave Kit
Here's Looking at You 2000
NJ Comprehensive Health & PE Curriculum Framework
Sunburst Building Character Kit

Teacher Notes:

See Teacher Notes in Unit 1 of Standard 2.1

See Summary Section in Unit 1 of Standard 2.1 for College and Career Readiness Standard

OCEAN COUNTY HEALTH & PHYSICAL CURRICULUM

William Fall – Point Pleasant Borough, Martha Groh – Ocean Township, Jeff Martin – Stafford Township, Kaitlyn Prior- Island Heights Grade School, Nina Rispoli- Island Heights Grade School, Ryan Savianeso – Stafford Township, Tracy Williams – Little Egg Harbor

Unit Overview	
Content Area: HEALTH & PHYSICAL EDUCATION	
Grade: 3	
Standard: 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand: C. Decisions and Health Conditions	
Summary: The use of disease prevention strategies in home, school, and community promotes personal health.	
Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science	
21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture	
Learning Targets	
Content Standards	
2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Number	Common Core Standard for Mastery
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
2.1.2.C.3	Determine how personal feelings can affect one’s wellness.
Number	Common Core Standard for Introduction
2.1.4.C.1	Explain how most diseases and health conditions are preventable.
2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
2.1.4.C.3	Explain how mental health impacts one’s wellness.
Unit Essential Questions <ul style="list-style-type: none"> • Are most diseases and health conditions are preventable? • Can you tell how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions? • How does mental health impacts one’s wellness? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • The use of disease prevention strategies in home, school, and community promotes personal health.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • The use of disease prevention strategies in home, school, and community promotes personal health. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Explain how most diseases and health conditions are preventable. • Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases

	and health conditions. • Explain how mental health impacts one’s wellness.
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Evidence of Learning

Formative Assessments

- Teacher observation
- Student participation
- Checklist
- Rubric
- Verbal question and answer

Summative Assessments

- Teacher observation
- Student participation
- Rubric score
- Verbal question and answer

Modifications (ELLs, Special Education, Gifted and Talented)

- Follow all IEP modifications/504 plan
- Shorter assignments when needed.
- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Use of preferential seating.
- Provide opportunity for movement.
- Provide student with cool off location.
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Teacher Notes:

William Fall – Point Pleasant Borough, Martha Groh – Ocean Township, Jeff Martin – Stafford Township, Kaitlyn Prior- Island Heights Grade School, Nina Rispoli- Island Heights Grade School, Ryan Savianeso – Stafford Township, Tracy Williams – Little Egg Harbor

See Teacher Notes in Unit 1 of Standard 2.1

See Summary Section in Unit 1 of Standard 2.1 for College and Career Readiness Standard

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION	
Unit Overview	
Content Area: HEALTH & PHYSICAL EDUCATION	
Grade: 3	
Standard: 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand: D. Safety	
Summary: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. Applying first-aid procedures can minimize injury and save lives.	
Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science	
21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture	
Learning Targets	
Content Standards	
2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Number	Common Core Standard for Mastery
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
Number	Common Core Standard for Introduction
2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
Unit Essential Questions <ul style="list-style-type: none"> • What are the characteristics of safe and unsafe situations? • What are the various forms of abuse and ways to get help? • Can you describe unsafe behaviors when 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. • Applying first-aid procedures can minimize injury and

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<p>traveling in vehicles, as a pedestrian, and when using other modes of transportation?</p> <ul style="list-style-type: none"> • How can you help when you see someone choking, bleeding, burns, and poisoning. 	<p>save lives.</p>
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to identify unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. • That applying first-aid procedures can minimize injury and save lives. 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). • Summarize the various forms of abuse and ways to get help. • Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation. • Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

Evidence of Learning
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Checklist • Rubric • Verbal question and answer
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Rubric score • Verbal question and answer
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Follow all IEP modifications/504 plan • Shorter assignments when needed. • Use of concrete examples before beginning activity. • Cue student by stating name before asking a question, or speaking to them. • Use of preferential seating. • Provide opportunity for movement. • Provide student with cool off location. • Allow for additional time for written work as well as to comprehend and master skill introduced. • Assign student a peer tutor/partner learner when necessary. • Keep in mind learner’s multi sensory, visual, and auditory style.

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Teacher Notes:

See Teacher Notes in Unit 1 of Standard 2.1
 See Summary Section in Unit 1 of Standard 2.1 for College and Career Readiness Standard

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION **Grade: 3**

Standard: 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand: E. Social and Emotional Health

Summary: Many factors at home, school, and in the community impact social and emotional health. Stress management skills impact an individual’s ability to cope with different types of emotional situations.

Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science

21st century themes: 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

Learning Targets

William Fall – Point Pleasant Borough, Martha Groh – Ocean Township, Jeff Martin – Stafford Township, Kaitlyn Prior- Island Heights Grade School, Nina Rispoli- Island Heights Grade School, Ryan Savianeso – Stafford Township, Tracy Williams – Little Egg Harbor

Content Standards	
2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Number	Common Core Standard for Mastery
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
Number	Common Core Standard for Introduction
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
Unit Essential Questions <ul style="list-style-type: none"> • How you compare and contrast individuals and families attempt to address basic human needs? • What strategies can you use to resolve conflicts? • How can you cope with rejection, loss and separation? • What are the causes of stress and how can you deal with it? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Many factors at home, school, and in the community impact social and emotional health. • Stress management skills impact an individual’s ability to cope with different types of emotional situations.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • Many factors at home, school, and in the community impact social and emotional health. • Stress management skills impact an individual’s ability to cope with different types of emotional situations. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Compare and contrast how individuals and families attempt to address basic human needs. • Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. • Determine ways to cope with rejection, loss, and separation. • Summarize the causes of stress and explain ways to deal with stressful situations.

Evidence of Learning

William Fall – Point Pleasant Borough, Martha Groh – Ocean Township, Jeff Martin – Stafford Township, Kaitlyn Prior- Island Heights Grade School, Nina Rispoli- Island Heights Grade School, Ryan Savianeso – Stafford Township, Tracy Williams – Little Egg Harbor

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Teacher observation • Student participation • Checklist • Rubric • Verbal question and answer
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<p>Teacher Notes:</p> <p>See Teacher Notes in Unit 1 of Standard 2.1</p> <p>See Summary Section in Unit 1 of Standard 2.1 for College and Career Readiness Standard</p>