

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION  
CURRICULUM**

**Content Area: HEALTH & PHYSICAL EDUCATION**

**Course Title: HEALTH & PHYSICAL EDUCATION**

**Grade Level: 3 - 2.2**

**Interpersonal Communication**

**4 Weeks**

**Decision Making and Goal Setting**

**1 Weeks**

**Character Development**

**4 Weeks**

**Advocacy and Service**

**1 Week**

**E. Health Services and Information**

**1 Week**

**Unit Plan 6**

**Pacing Guide**

**Date Created: 07/11/2012**

**Board Approved on: 9/19/12**

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

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

<b>Content Area: HEALTH &amp; PHYSICAL EDUCATION</b>		<b>Grade: 3</b>
<b>Standard:</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>Strand:</b> A. Interpersonal Communication		
<b>Summary:</b> Effective communication may be a determining factor in the outcome of health- and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.		
<b>College and Career Readiness:</b> 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 <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a>		
<b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science		
<b>21<sup>st</sup> century themes:</b> 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		
<b>Content Standards</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>Number</b>	<b>Common Core Standard for Mastery</b>	
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.	
<b>Number</b>	<b>Common Core Standard for Introduction</b>	
2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.	
<b>Unit Essential Questions</b> • Can you describe and demonstrate the effective use of communication skills, including refusal, negotiation and assertiveness.		<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> • Effective communication may be a determining factor in the outcome of health- and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
<b>Unit Objectives</b> <i>Students will know...</i> • Effective communication may be a determining factor in the outcome of health- and safety-related situations.		<b>Unit Objectives</b> <i>Students will be able to...</i> • Express needs, wants, and feelings in health- and safety-related situations. • Demonstrate effective interpersonal communication in

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

Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	health- and safety-related situations.
--	--

**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*

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

**Teacher Notes:**

See Teacher Notes in Unit 1 of Standard 2.1

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM****Unit Overview****Content Area: HEALTH & PHYSICAL EDUCATION****Grade: 3****Standard:** 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**Strand:** B. Decision Making and Goal Setting**Summary:** Many health-related situations require the application of a thoughtful decision-making process.**Primary interdisciplinary connections:** Mathematics, Language Arts Literacy, Science**21<sup>st</sup> 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**

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**Number****Common Core Standard for Mastery**

2.2.4.B.1

Use the decision-making process when addressing health-related issues.

2.2.4.B.2

Differentiate between situations when a health-related decision should be made independently or with the help of others.

**Number****Common Core Standard for Introduction**

2.2.4.B.1

Use the decision-making process when addressing health-related issues.

2.2.4.B.2

Differentiate between situations when a health-related decision should be made independently or with the help of others.

**Unit Essential Questions**

- What are the steps to making an effective decision?
- What situations can you handle independently and which ones should you seek guidance?

**Unit Enduring Understandings***Students will understand that...*

- Many health-related situations require the application of a thoughtful decision-making process.

**Unit Objectives***Students will know...*

- Many health-related situations require the application of a thoughtful decision-making process.

**Unit Objectives***Students will be able to...*

- Use the decision-making process when addressing health-related issues.
- Differentiate between situations when a health-related decision should be made independently or with the help of

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

others.

## 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:

See Teacher Notes in Unit 1 of Standard 2.1

See Summary Section in Unit 1 of Standard 2.2 for College and Career Readiness Standard

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

## OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM

### Unit Overview

<b>Content Area: HEALTH &amp; PHYSICAL EDUCATION</b>		<b>Grade: 3</b>
<b>Standard:</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>Strand:</b> C. Character Development		
<b>Summary:</b> Personal core ethical values impact the behavior of oneself and others.		
<b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science		
<b>21<sup>st</sup> century themes:</b> 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		
<b>Content Standards</b>		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Number	Common Core Standard for Mastery	
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	
Number	Common Core Standard for Introduction	
2.2.4.C.1	Determine how an individual’s character develops over time and impacts personal health.	
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Can you identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities?</li> <li>• Explain how an individual’s character develops over time and impacts personal health?</li> </ul>		<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Personal core ethical values impact the behavior of oneself and others.</li> </ul>
<b>Unit Objectives</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• Personal core ethical values impact the behavior of oneself and others.</li> </ul>		<b>Unit Objectives</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</li> <li>• Determine how an individual’s character develops over time and impacts personal health.</li> </ul>

## 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:

See Teacher Notes in Unit 1 of Standard 2.1

See Summary Section in Unit 1 of Standard 2.2 for College and Career Readiness Standard

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

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

<b>Content Area: HEALTH &amp; PHYSICAL EDUCATION</b>		<b>Grade: 3</b>
<b>Standard:</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>Strand:</b> D. Advocacy and Service		
<b>Summary:</b> Service projects provide an opportunity to have a positive impact on the lives of self and others.		
<b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science		
<b>21<sup>st</sup> century themes:</b> 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		
<b>Learning Targets</b>		
<b>Content Standards</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>Number</b>	<b>Common Core Standard for Introduction</b>	
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.	
<b>Unit Essential Questions</b> • Can you explain the impact of participation in different kinds of service projects on community wellness?		<b>Unit Enduring Understandings</b> <i>Students will understand that...</i> • Service projects provide an opportunity to have a positive impact on the lives of self and others.
<b>Unit Objectives</b> <i>Students will know...</i> • Service projects provide an opportunity to have a positive impact on the lives of self and others.		<b>Unit Objectives</b> <i>Students will be able to...</i> • Explain the impact of participation in different kinds of service projects on community wellness.



## 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:

See Teacher Notes in Unit 1 of Standard 2.1

See Summary Section in Unit 1 of Standard 2.2 for College and Career Readiness Standard

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

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

<b>Content Area: HEALTH &amp; PHYSICAL EDUCATION</b>		<b>Grade: 3</b>
<b>Standard:</b> 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>Strand:</b> E. Health Services and Information		
<b>Summary:</b> Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.		
<b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science		
<b>21<sup>st</sup> century themes:</b> 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		
<b>Learning Targets</b>		
<b>Content Standards</b>		
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
<b>Number</b>	<b>Common Core Standard for Mastery</b>	
2.2.2.E.1	Determine where to access home, school, and community health professionals.	
<b>Number</b>	<b>Common Core Standard for Introduction</b>	
2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.	
<b>Unit Essential Questions</b>		<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>How can health services and resources provided in the school and community assists in addressing health needs and emergencies?</li> </ul>		<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</li> </ul>
<b>Unit Objectives</b>		<b>Unit Objectives</b>
<i>Students will know...</i> <ul style="list-style-type: none"> <li>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</li> </ul>		<i>Students will be able to...</i> <ul style="list-style-type: none"> <li>Determine where to access home, school, and community health professionals.</li> <li>Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</li> </ul>

## 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:

See Teacher Notes in Unit 1 of Standard 2.1

See Summary Section in Unit 1 of Standard 2.2 for College and Career Readiness Standard