

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION  
CURRICULUM**

**Content Area: HEALTH & PHYSICAL EDUCATION**

**Course Title: HEALTH & PHYSICAL EDUCATION**

**Grade Level: 3 - 2.4**

**Human Relationships and Sexuality**

**1 Week**

**Sexuality**

**1 Week**

**Pregnancy and Parenting**

**1 Week**

**Unit Plan 4**

**Pacing Guide**

**Unit Plan 5**

**Pacing Guide**

**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: 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</b>		
<b>Strand: A. Relationships</b>		
<p><b>Summary:</b> The family unit encompasses the diversity of family forms in contemporary society.</p> <p><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></p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science</p> <p><b>21<sup>st</sup> century themes:</b> 9.1 21st-Century Life &amp; 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</p>		
<b>Learning Targets</b>		
<b>Content Standards</b>		
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.		
<b>Number</b>	<b>Common Core Standard for Introduction</b>	
2.4.4.A.1	Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.	
2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.	
<b>Unit Essential Questions</b>		<b>Unit Enduring Understandings</b>
<ul style="list-style-type: none"> <li>• How do families typically share common values; provide love and emotional support, and set boundaries and limits?</li> <li>• How are healthy relationships fostered in some families and not in others?</li> </ul>		<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Families typically share common values; provide love and emotional support, and set boundaries and limits.</li> <li>• Healthy relationships are fostered in some families and not in others.</li> </ul>
<b>Unit Objectives</b>		<b>Unit Objectives</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How families typically share common values; provide love and emotional support, and set boundaries and limits.</li> </ul>		<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.</li> </ul>

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• Why healthy relationships are fostered in some families and not in others.	• Explain why healthy relationships are fostered in some families and not in others.
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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.
- 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*  
 NJCCCS

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**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: 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

**Strand: B. Sexuality**

**Summary:** Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.

**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** 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

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

2.4.2.B.1

Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

**Unit Essential Questions**

- How do you differentiate the physical, social, and emotional changes occurring at puberty?
- Why does puberty begins and ends at different ages?

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

- That there are different physical, social, and emotional changes that occur at puberty and will be able to explain why puberty begins and ends at different ages.

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

- Why physical, social, and emotional changes occur at puberty and be able to explain why puberty begins and ends at different ages.

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

- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

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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.
- 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.

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**Teacher Notes:**

See Teacher Notes in Unit 1 of Standard 2.1

See Summary Section in Unit 1 of Standard 2.4 for College and Career Readiness Standard

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**Content Area: HEALTH & PHYSICAL EDUCATION**

**Grade: 3**

**Standard: 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**

**Strand: C. Pregnancy and Parenting**

**Summary:** Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.

**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** 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

**Number**

**Common Core Standard for Introduction**

2.4.2.C.1

Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

**Unit Essential Questions**

- How can you differentiate the physical, social, and emotional changes occurring at puberty?
- Why does puberty begin and end at different ages?

**Unit Enduring Understandings**

*Students will understand that...*

- There are physical, social, and emotional changes that occur at puberty.
- Why puberty begins and ends at different ages.

**Unit Objectives**

*Students will know...*

- How the physical, social, and emotional changes occur at puberty.
- How to explain why puberty begins and ends at different ages.

**Unit Objectives**

*Students will be able to...*

- Differentiate the physical, social, and emotional changes occurring at puberty.
- Explain why puberty begins and ends at different ages.

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**Teacher Notes:**

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See Summary Section in Unit 1 of Standard 2.4 for College and Career Readiness Standard