

**OCEAN COUNTY HEALTH & PHYSICAL EDUCATION
CURRICULUM**

Content Area: HEALTH & PHYSICAL EDUCATION

Course Title: HEALTH & PHYSICAL EDUCATION

Grade Level: 5 2.2

Interpersonal Communication

4 Weeks

Decision Making and Goal Setting

1 Week

Character Development

4 Weeks

Advocacy and Service

1 Week

Health Services and Information

1 Week

Date Created: 07/11/2012

Board Approved on: 9/19/12

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM

Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION	Grade: 5
Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand: A. Interpersonal Communication	
<p>Summary: 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.</p> <p>Primary interdisciplinary connections: Mathematics, Language Arts Literacy, Science</p> <p>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</p>	
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.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
Number	Common Core Standard for Introduction
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Can you describe and demonstrate the effective use of communication skills, including refusal, negotiation and assertiveness? • How can you resolve disagreements peacefully? • What are some examples of verbal and nonverbal communication? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • 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.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Effective communication may be a determining factor in the outcome of health- and safety-related situations. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Demonstrate effective interpersonal communication in health- and safety-related situations. • Demonstrate effective interpersonal communication

<p>Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p>	<p>when responding to disagreements or conflicts with others.</p> <ul style="list-style-type: none"> • Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and 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 manipulative 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 Section in Unit 1 of Standard 2.1

OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM

Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION

Grade: 5

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:

Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

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

2.2 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.3

Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

2.2.4.B.4

Develop a personal health goal and track progress.

Number

Common Core Standard for Introduction

2.2.6.B.1

Use effective decision-making strategies.

2.2.6.B.2

Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

2.2.6.B.3

Determine how conflicting interests may influence one's decisions.

2.2.6.B.4

Apply personal health data and information to support achievement of one's short- and long-term health goals.

Unit Essential Questions

Unit Enduring Understandings

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

<ul style="list-style-type: none"> • Can you list situations that might require a decision about health and safety? • Who has an influence on your health decisions and behaviors? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Every health-related decision has short- and longterm consequences and affects the ability to reach health goals.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. • Develop a personal health goal and track progress. • Use effective decision-making strategies. • Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

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. • 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

<p>websites.</p> <ul style="list-style-type: none"> • Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
<p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</p> <p><i>Ready-to-Use PE Activities K-6</i> Landy & Landy <i>Physical Education Curriculum Activities Kit K-6</i> Wheeler & Spilker <i>Elementary Teacher's Handbook of Indoor and Outdoor Games</i> Kamiya <i>Health Promotion Wave Kit</i> <i>Here's Looking at You 2000</i> <i>NJ Comprehensive Health & PE Curriculum Framework</i> <i>Sunburst Building Character Kit</i></p>
<p>Teacher Notes:</p> <p>See Teacher Notes Section in Unit 1 of Standard 2.1 See Summary Section in Unit 1 of Standard 2.2 for Career and College Readiness Standard</p>

Content Area: HEALTH & PHYSICAL EDUCATION		Grade: 5
Standard: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Strand: C. Character Development		
Summary Personal core ethical values impact the behavior of oneself and others.		
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 2.2 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.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	

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Number	Common Core Standard for Introduction
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
Unit Essential Questions <ul style="list-style-type: none"> • Why are core ethical values important in the local and world community? • Do your values influence your decision making? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Personal core ethical values impact the behavior of oneself and others.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • Personal core ethical values impact the behavior of oneself and others. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. • Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. • Explain how character and core ethical values can be useful in addressing challenging situations.

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) <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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- Provide extra worksheets for students who exceed given assignment.
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Teacher Notes:

See Teacher Notes Section in Unit 1 of Standard 2.1
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OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM

Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION **Grade: 5**

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

Strand: D. Advocacy and Service

Summary:

Participation in social and health- or service-organization initiatives have a positive social impact.

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	
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Number	Common Core Standard for Introduction
2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
2.2.6.D.2	Develop a position about a health issue in order to inform peers.
Unit Essential Questions • Can you name community and service organizations?	Unit Enduring Understandings <i>Students will understand that...</i> • Participation in social and health- or service organization initiatives have a positive social impact.
Unit Objectives <i>Students will know...</i> • Participation in social and health- or service-organization initiatives have a positive social impact.	Unit Objectives <i>Students will be able to...</i> • Appraise the goals of various community or service organization initiatives to determine opportunities for volunteer service.

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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OCEAN COUNTY HEALTH & PHYSICAL EDUCATION CURRICULUM
Unit Overview

Content Area: HEALTH & PHYSICAL EDUCATION

Grade: 5

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

Strand: E. Health Services and Information

Summary:

Health literacy includes the ability to compare and evaluate health resources.

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

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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.E.2	Explain when and how to seek help when experiencing a health problem.
Number	Common Core Standard for Introduction
2.2.6.E.1	Determine the validity and reliability of different types of health resources.
2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
Unit Essential Questions <ul style="list-style-type: none"> • Can you suggest resources a person can use when they are experiencing a health problem? • How can you determine the validity and reliability of different types of health resources? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • Health literacy includes the ability to compare and evaluate health resources.
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • Health literacy includes the ability to compare and evaluate health resources. 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Explain when and how to seek help when experiencing a health problem. • Determine the validity and reliability of different types of health resources.

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

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