



Little Egg Harbor School District Curriculum Guide

Comprehensive Health and Physical Education: Grades 3-5

BOE APPROVAL DATE: 08/19/2025

Little Egg Harbor School District Curriculum Guide

Grade: 3-5	Content Area: Health/Physical Education	
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Original Adoption: January 24, 2023 and February 21, 2023

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Updated Date: July 2, 2024

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Recommended Pacing Guide

Fitness	90 Days
Movement Skills and Concepts	90 Days
Personal Health	80 Days
Drugs and Medicines	70 Days
Safety	30 Days

[Health Scope and Sequence](#)

Unit 1: Fitness

Duration: 90 Days

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

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Education**

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking.

Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of basic skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions

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- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Comprehensive Health & Physical Education Practices	
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are

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proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

New Jersey Student Learning Standards

Physical Fitness:

- **2.2.5.PF.1:** Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affects personal health.
- **2.2.5.PF.2:** Accept and respect others of all skill levels and abilities during participation.
- **2.2.5.PF.3:** Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- **2.2.5.PF.4:** Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- **2.2.5.PF.5:** Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

Lifelong Fitness:

- **2.2.5.LF.1:** Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- **2.2.5.LF.2:** Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- **2.2.5.LF.3:** Proactively engage in movement and physical activity for enjoyment individually or with others.
- **2.2.5.LF.4:** Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- **2.2.5.LF.5:** Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Interdisciplinary Connections

English Language Arts

- **SL.PE.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics

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- **3.A.M.1.** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Science

- **3-5-ETS1-2:** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Computer Science and Design Thinking

- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Class discussion
- Self-evaluations of performance and progress
 - Thumbs up/sideways/down

Alternative Assessments:

- Partner evaluation
- Pedometers

Summative Assessments:

- Student participation
- Rubric score

Benchmark Assessments:

- Baseline SGO
- Midline SGO
- End of Year SGO

Knowledge & Skills

Enduring Understandings:

- The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

Essential Questions:

- What are the physical, social, emotional, and intellectual benefits of physical activity that affect personal health?

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<ul style="list-style-type: none"> ● Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. ● Personal and community resources can support physical activity. 	<ul style="list-style-type: none"> ● How can you accept and respect others of all skill levels and abilities during participation? ● What age-appropriate physical fitness activities can you participate in to build the skills that address each component of health-related fitness? ● What are short term and long term health-related goals you can create to evaluate personal health? ● How can different factors influence personal fitness and other healthy lifestyle choices? ● How does voluntarily participating in physical activities make you feel emotionally and physically? ● What vocabulary words will help you with physical activities and wellness? ● What physical activities do you like to participate in, alone or with others? ● What dynamic stretching and breathing exercises can you participate in that will increase the range of motion?
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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Open Phys Ed ● PE Central ● Go Noodle ● Project Fit America Activities <ul style="list-style-type: none"> ○ Tallest Towers ● Cardio Drumming ● Bowling ● Kids Heart Challenge ● Jump Rope ● Fitness Stations ● Golf ● Yoga (example: Cosmic Kids Yoga, Sean Vigue Yoga) ● Racquet Sports <ul style="list-style-type: none"> ○ Pickle Ball ○ Badminton ○ Tennis ● Dance <ul style="list-style-type: none"> ○ ChaCha Slide ○ Cupid Shuffle ○ Sid Shuffle ○ Chicken Dance 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● No Standing Around in My Gym by J.D. Hughes ● 201 Games for Elementary Physical Education Program by Jerry D. Poppen ● 303 Kid-Approved Exercises and Activity Games by Kimberly Wechsler ● Ready-To-Use P.E. Activities for Grades 3-4 by Joanne M. Landy ● Ready-To-Use P.E. Activities for Grades 5-6 by Joanne M. Landy and Maxwell J. Landy
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- Conga
- Macarena
- JigSaw Dance (students create a class dance)
- Relay Races
- Speed Stacking
- Builders and Bulldozers
- Tag Games
 - Hula Hoop Tag
 - BananaTag
 - Sugerman Tag
 - Alligator Tag
 - Scooter Tag
 - Rock, Paper, Scissors Tag
 - Cat's Corners
 - Octopus Tag
 - Lord of the Rings Tag
 - Statue Tag
- Lap Challenge
- Pyramid Battle
- Nemours KidsHealth - Youtube
- K5 Hidden Peak Education-YouTube

Unit 2: Movement Skills and Concepts

Duration: 90 Days

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
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- Introduce new vocabulary in context.
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Special Education/Students with Disabilities:

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- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
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- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking.

Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of basic skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions

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- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Comprehensive Health & Physical Education Practices	
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking

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	<p>skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p>
Managing-self	<p>Individuals who possess health and physical literacy understand and practice strategies for managing one’s own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p>
Setting goals	<p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>

[New Jersey Student Learning Standards](#)

Movement Skills and Concepts:

- **2.2.5.MSC.1:** Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- **2.2.5.MSC.2:** Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- **2.2.5.MSC.3:** Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.5.MSC.4:** Develop the necessary body control to improve stability and balance during movement and physical activity.
- **2.2.5.MSC.5:** Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
- **2.2.5.MSC.6:** Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- **2.2.5.MSC.7:** Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

[Interdisciplinary Connections](#)

English Language Arts:

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Mathematics

- **3.A.M.1:** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Science

- **3-5-ETS1-2:** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Computer Science and Design Thinking

- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Evidence of Student Learning

Formative Tasks:

- Teacher Observation
- Teacher Checklist
- Verbal question & answer
- Class discussion
- Self-evaluations of performance and progress
 - Thumbs up/sideways/down

Alternative Assessments:

- Partner evaluation

Summative Assessments:

- Student participation

Benchmark Assessments:

- Baseline SGO

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<ul style="list-style-type: none"> ● Rubric score 	<ul style="list-style-type: none"> ● Midline SGO ● End of Year SGO
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Knowledge & Skills	
<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities. ● Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety. ● Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can you control your body when moving in relation to others, objects, and boundaries in personal and general space? ● How can you move individually or with others, in response to various temps, rhythms, and musical styles. ● How can you perform movement skills with control in practice and during games, sports, dance, or activities? ● How can you improve balance and stability during movement and activities? ● How can you use feedback to correct movement errors? ● How should you behave while participating and viewing sports and activities? ● How can using specific rules, strategies, and procedures help create a safe active environment?

Core Instructional & Supplemental Materials	
<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Open Phys Ed ● PE Central ● Go Noodle ● Nemours KidsHealth - Youtube ● Around the World ● Tennis Ball Challenge ● Volleyball/Messy backyard ● Messy backyard (rolling and throwing) ● Red Light, Green Light ● Tag Games <ul style="list-style-type: none"> ○ Hula Hoop Tag ○ BananaTag ○ Sugerman Tag ○ Alligator Tag ○ Scooter Tag ○ Rock, Paper, Scissors Tag ○ Cat's Corners ○ Octopus Tag 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● No Standing Around in My Gym by J.D. Hughes ● 201 Games for Elementary Physical Education Program by Jerry D. Poppen ● 303 Kid-Approved Exercises and Activity Games by Kimberly Wechsler ● 80 AWESOME SPORTS GAMES: The Epic Teacher Handbook of 80 Indoor & Outdoor Physical Education Games for Elementary and High School Kids by Mark Dalton ● The Physical Educator's Big Book of Sport Lead-Up Games: A complete K-8 sourcebook of team and lifetime sport activities for skill development, fitness and fun! By Guy Bailey ● Lesson Plans for the Elementary PE Teacher by Michael E. Gossett ● Ready-To-Use P.E. Activities for Grades 3-4 by Joanne M. Landy

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- Lord of the Rings Tag
- Statue Tag
- Shoot for the Stars
- Team Sports
 - Basketball
 - Volleyball
 - Soccer
 - Football
 - Team Handball
- Dual/Individual Sports
 - Archery
 - Tennis
- Cooperative Games
 - Find Your Partner/Partner Mixer
 - The Very Hungry Caterpillar
 - Mini Parachute Transfer
 - Don't Drop the Donut
 - Egg Drop
 - Egg Drop Clean-Up
 - Parachute Popcorn
 - Partner Scarf Toss
 - Pipeline
 - Lily Pad Crossing
 - Noodle Run
 - Egg Drop
 - Rock, Paper, Scissors, Celebrate
 - RPS Noodle Tag
 - Parachute Partners
 - Perimeter
 - Fling It
 - Knuckles and Fives
 - Frogger
 - Gotcha
 - Builders and Bulldozers
 - Scarf Toss
- [SHAPE America SEL Lessons](#)
- RPS- The Students will perform various locomotor movements while playing "Rock, Paper, Scissor" Activity.
- Move Slow/Move Fast: Students will respond to varied tempos of music being played. Teachers will prompt and suggest movements for students in need of support.
- Demonstrate developmentally appropriate gross motor skills (e.g. crawl, walk, jog, run, skip, hop, jump, leap, gallop, side-step, and animal movements).

- Ready-To-Use P.E. Activities for Grades 5-6 by Joanne M. Landy and Maxwell J. Landy

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- Demonstrate understanding of directional words (e.g. on, off, over, forward, backward, side-to-side)
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond to changes in tempo, beat, rhythm, or music style through their movement.
- Correct a movement error in response to feedback.
- Develop and improve motor skills and performance through practice.
- Practice dance steps/skills to increase eye-hand, eye-foot coordination.
- Demonstrate basic social, line and contra dance steps.
- Dance independently and cooperatively with a partner or small group.
- Make appropriate choices when engaged in independent and group activities.
- Engage and practice strategy concepts during activities.
- Demonstrate basics of relay running.
- Demonstrate the difference between jogging, running, and sprinting.
- Demonstrate developmentally appropriate ways to kick/dribble a soccer or nerf ball.
- Demonstrate the passing of a soccer ball using the inside of students' foot.
- Kick a ball at a stationary target.
- Practice kicking a ball using a one-step approach.
- Demonstrate a simple ball trap.
- Demonstrate passing, catching, and shooting using developmentally appropriate techniques.
- Share a ball with a partner while moving it in an open space.
- Demonstrate the ability to pass a ball while maintaining control.
- Demonstrate developmentally appropriate underhand and overhand throwing techniques using various balls, objects and targets.

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- Demonstrate changes in time, force and flow while moving in different directions and pathways in personal and general space while carrying a ball.
- Practice hitting a stationary and moving target (through kicking, throwing, rolling).
- Develop eye-hand coordination with tossing, catching, bouncing and volleying activities.
- Develop foot-eye coordination with kicking activities, and during movement.
- Develop and improve their skills and performance through practice.
- Practice proper release of a ball (low to ground rolling).
- Demonstrate proper hand positioning on a variety of balls.
- Understand (with support) how to keep score traditionally and using modified methods.
- Demonstrate basic offensive and defense skills.
- Analyze developmentally appropriate throwing, catching and fielding skills.
- Demonstrate the fundamentals of batting/hitting and base running.
- Develop and increase students' reaction time.
- K5 Hidden Peak Education-YouTube

Unit 3: Personal Health

Duration: 80 Days

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.

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Content Area: Health/Physical Education

- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking.

Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of basic skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere

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- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Comprehensive Health & Physical Education Practices

Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the

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	<p>conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p>
<p>Attending to personal, health, emotional, social and physical well-being</p>	<p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>
<p>Engaging in an active lifestyle</p>	<p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p>
<p>Making decisions</p>	<p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p>
<p>Managing-self</p>	<p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p>
<p>Setting goals</p>	<p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>
<p>Using technology tools responsibly</p>	<p>Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are</p>

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proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

New Jersey Student Learning Standards

Personal Growth and Development

- **2.1.5.PGD.1:** Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- **2.1.5.PGD.2:** Examine how the body changes during puberty and how these changes influence personal self-care.
- **2.1.5.PGD.3:** Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- **2.1.5.PGD.4:** Explain common human sexual development and the role of hormones.
- **2.1.5.PGD.5:** Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

Pregnancy and Parenting

- **2.1.5.PGD.1:** Explain the relationship between sexual intercourse and human reproduction.
- **2.1.5.PGD.2:** Explain the range of ways pregnancy can occur.

Emotional Health

- **2.1.5.EH.1:** Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- **2.1.5.EH.2:** Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- **2.1.5.EH.3:** Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- **2.1.5.EH.4:** Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Social and Sexual Health

- **2.1.5.SSH.1:** Describe gender-role stereotypes and their potential impact on self and others.
- **2.1.5.SSH.2:** Differentiate between sexual orientation and gender identity.
- **2.1.5.SSH.3:** Demonstrate ways to promote dignity and respect for all people.
- **2.1.5.SSH.4:** Describe how families can share common values, offer emotional support, and set boundaries and limits.
- **2.1.5.SSH.5:** Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- **2.1.5.SSH.6:** Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- **2.1.5.SSH.7:** Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

Community Health Services and Support

- **2.1.5.CHSS.3:** Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Nutrition

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- **2.2.5.N.1:** Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- **2.2.5.N.2:** Create a healthy meal based on nutritional content, value, calories, and cost.
- **2.2.5.N.3:** Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

Health Conditions, Diseases, and Medicine

- **2.3.5.HCDM.1:** Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- **2.3.5.HCDM.2:** Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)
- **2.3.5.HCDM.3:** Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

Interdisciplinary Connections

English Language Arts:

- **SL.PE.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics

- **3.A.M.1:** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Science

- **3-5-ETS1-2:** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Computer Science and Design Thinking

- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

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- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Class discussion ● Anecdotal Notes ● Google Forms (Test/Quiz) ● Blooket ● Kahoot ● BrainPop Quizzes ● Self-evaluations of performance and progress <ul style="list-style-type: none"> ○ Thumbs up/sideways/down ○ Exit ticket 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Partner evaluation ● End of unit project ● Checklist ● Student Performance Rubric ● Untimed Writing Assessment ● Stop & Jot Activities ● Student Conversation Rubric ● Written Response Sentence Starters provided with Writing Assessment ● Exit Slips Draw a Picture to Show Understanding with Verbal Explanation Teacher Created/Modified Assessment
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score ● Google Forms (Test/Quiz) ● Project-based activities ● Blooket ● Kahoot 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Midline SGO ● End of Year SGO

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. ● Puberty is a time of physical, social, and emotional changes. ● Pregnancy can be achieved through a variety of methods. ● Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events. ● Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations. ● All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. ● Family members impact the development of 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are some health strategies and behaviors that reduce illness, prevent injuries and maintain or enhance one's wellness? ● How does the body change during puberty? ● How does changes during puberty influence personal self care? ● What are some of the physical, social and emotional changes that can occur during puberty? ● What role do hormones play in development? ● Who are some trusted adults that you can talk to about relationships and adolescent health? ● What is the relationship between sexual intercourse and human reproduction?
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their children physically, socially and emotionally.

- People in healthy relationships share thoughts and feelings, as well as mutual respect.
 - Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.
 - Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.
 - There are actions that individuals can take to help prevent diseases and stay healthy.
- How does one's feelings and thoughts lead to healthy and unhealthy behaviors?
 - What are some methods to cope with rejections, loss, difficult learning situations and separation from family or others?
 - What are different feelings and emotions that people may experience and how might they express them?
 - How can you deal with difficult situations and who can you go to for help with them?
 - What are gender-role stereotypes and what are some potential impacts on self and others?
 - What are ways to promote dignity and respect for all people?
 - How do families share common values, offer emotional support and set boundaries and limits?
 - Why is communication with family members, caregivers and other trusted adults important?
 - What are some characteristics of a healthy versus unhealthy relationship with friends and family?
 - What is teasing, harassment and bullying? What are ways these behaviors are harmful?
 - What are some strategies individuals could use who are feeling sadness, anger, anxiety or stress?
 - How does eating healthy provide us with energy, help maintain weight, lowers risk of disease and keep the body functioning effectively?
 - What would be an example of a healthy meal based on nutritional content, value, calories and cost?
 - What is a plan that would help you attain a personal nutrition health goal that addresses strengths, needs and culture?
 - What conditions may keep the human body from working properly, and the ways in which the body responds?
 - How can you prevent the spread of communicable and infectious diseases and conditions?
 - How can mental health impact one's wellness?

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Core Instructional & Supplemental Materials
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<p>Suggested Activities/Resources:</p> <ul style="list-style-type: none"> ● Brain Pop: <ul style="list-style-type: none"> ○ Puberty ○ Hormones ○ Reproductive System ○ Personal Hygiene ● SHAPE America SEL Lessons ● Why Do We Get Sick? ● Cold, the Flu and You ● Go Noodle ● Mindfulness Activities for the Elementary Classroom ● Boys Puberty Video "Always Changing" ● Girls Puberty Video "Always Changing" ● Goal setting and problem solving skill sheet ● Construct a personal "health" poster ● Role-playing scenarios ● Group participation/discussions ● Give 1 Get 1 Activity ● Positive Messages - students write positive message to each other (anti bullying) ● The Great Body Shop ● Too Good for Drugs ● Health Powered Kids ● Safety Smart Science with Bill Nye the Science Guy: Germs & Your Health Classroom Edition ● Create ChooseMyPlate Meals ● Nutrition Label Reading Worksheet ● Nutrition Label Reading Video ● Nemours KidsHealth - Youtube ● Climate Change ● Climate Change Song - Youtube ● Mindfulness Drawing Activity ● Mindfulness Drawing Video ● Mindfulness/Relaxation Activities ● K5 Hidden Peak Education-YouTube 	<p>Varied Levels of Text:</p> <ul style="list-style-type: none"> ● <u>Breathe Like a Bear: 30 Mindful Moments for Kids to Feel Calm and Focused Anytime. Anywhere: Kira Willey</u>
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Unit 4: Drugs and Medicine	Duration: 70 Days
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Suggested Accommodations

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Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking.

Students in Need of Academic Support:

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- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of basic skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Comprehensive Health & Physical Education Practices

Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional,

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	and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

New Jersey Student Learning Standards

Alcohol, Tobacco, and Other Drugs

- **2.3.5.ATD.1:** Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- **2.3.5.ATD.2:** Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- **2.3.5.ATD.3:** Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

Dependency, Substances Disorder, and Treatment

- **2.3.5.DSDT.1:** Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.

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- **2.3.5.DSDT.2:** Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- **2.3.5.DSDT.3:** Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- **2.3.5.DSDT.4:** Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- **2.3.5.DSDT.5:** Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

Interdisciplinary Connections

English Language Arts:

- **SL.PE.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics

- **3.A.M.1:** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Science

- Cause and Effect Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1)

Computer Science and Design Thinking

- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

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Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Class discussion ● Anecdotal Notes ● Google Forms (Test/Quiz) ● Blooket ● Kahoot ● BrainPop Quizzes ● Self-evaluations of performance and progress <ul style="list-style-type: none"> ○ Thumbs up/sideways/down ○ Exit ticket 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Partner evaluation ● End of unit project ● Checklist ● Student Performance Rubric ● Untimed Writing Assessment ● Stop & Jot Activities ● Student Conversation Rubric ● Written Response Sentence Starters provided with Writing Assessment ● Exit Slips Draw a Picture to Show Understanding with Verbal Explanation ● Teacher Created/Modified Assessment
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score ● Google Forms (Test/Quiz) ● Project-based activities ● Blooket ● Kahoot 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Midline SGO ● End of Year SGO

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● The use of alcohol, tobacco, and drugs may affect the user, family and community members in negative ways and have unintended consequences. ● Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways. ● The short- and long-term effects of substance abuse are dangerous and harmful to one's health. ● The use/abuse of alcohol, tobacco, and drugs have unintended consequences but there are resources available for individuals and others affected by these situations. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What products contain alcohol, tobacco, and drugs and what are their potential unhealthy effects? ● What are the health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids, and other drugs, and non-prescribed cannabis products? ● What type of behaviors might a person who struggles with the use of alcohol and drugs exhibit and what type of assistance is available? ● What is the difference between drug use, misuse, abuse, and prescription and illicit drugs? ● What signs would a person who might have an alcohol, tobacco, and/or drug use problem show and what evidence would you see to support this? ● What are effective refusal skills you can use in unhealthy situations?
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	<ul style="list-style-type: none">• How can you seek assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs?• What type of resources are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources: <ul style="list-style-type: none">• Too Good For Drugs Program• Brain Pop• Role-playing scenarios• Group participation/discussions• Give 1 Get 1 Activity• Red Ribbon Week Activities• Neumours KidsHealth - Youtube• Teen Health Substance Use and Abuse• Electronic Cigarettes and Vaping• Using and keeping medicine safe• Medicine for Kids, Prescription & Non-Prescription, Substance Use and Addictions, Health Education• K5 Hidden Peak Education-YouTube	Varied Levels of Text: <ul style="list-style-type: none">•
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Unit 5: Safety	Duration: 30 Days
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Suggested Accommodations

Multilingual Learners: <ul style="list-style-type: none">• Extend time requirements• Adjust assignment requirements• Provide optimal seating that best accommodates the needs of the student• Assign a peer student for support and tutoring• Providing verbal praise and or immediate feedback• Use concrete language for reinforcement.• Check often for understanding and review.• Plan cooperative learning experiences.• Introduce new vocabulary in context.• Limit the number of vocabulary items.• Use speech that is appropriate for students' language proficiency.• Make the explanation of the task clear using a step-by-step manner with visuals.• Allow ample wait time for responses.
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- Opportunities for clarification in native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student's level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking.

Students in Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of basic skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

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Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Comprehensive Health & Physical Education Practices

Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.

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Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

New Jersey Student Learning Standards

Community Health Services and Support:

- **2.1.5.CHSS.1:** Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- **2.1.5.CHSS.2:** Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

Personal Safety:

- **2.3.5.PS.1:** Develop strategies to reduce the risk of injuries at home, school, and in the community.
- **2.3.5.PS.2:** Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

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- **2.3.5.PS.3:** Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- **2.3.5.PS.4:** Develop strategies to safely communicate through digital media with respect.
- **2.3.5.PS.5:** Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- **2.3.5.PS.6:** Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Interdisciplinary Connections

English Language Arts:

- **SL.PE.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.PE.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Mathematics

- **3.A.M.1:** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Science

- Cause and Effect Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1)

Computer Science and Design Thinking

- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, and Key Skills

- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

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Evidence of Student Learning

<p>Formative Tasks:</p> <ul style="list-style-type: none"> ● Teacher Observation ● Teacher Checklist ● Verbal question & answer ● Class discussion ● Anecdotal Notes ● Google Forms (Test/Quiz) ● Blooket ● Kahoot ● BrainPop Quizzes ● Self-evaluations of performance and progress <ul style="list-style-type: none"> ○ Thumbs up/sideways/down ○ Exit ticket 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Partner evaluation ● End of unit project ● Checklist ● Student Performance Rubric ● Untimed Writing Assessment ● Stop & Jot Activities ● Student Conversation Rubric ● Written Response Sentence Starters provided with Writing Assessment ● Exit Slips Draw a Picture to Show Understanding with Verbal Explanation ● Teacher Created/Modified Assessment
<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● Rubric score ● Google Forms (Test/Quiz) ● Project-based activities ● Blooket ● Kahoot 	<p>Benchmark Assessments:</p> <ul style="list-style-type: none"> ● Baseline SGO ● Midline SGO ● End of Year SGO

Knowledge & Skills

<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. ● There are strategies that individuals can use to communicate safely in an online environment. ● Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What strategies can you use to reduce the risk of injuries at home, school, and in the community? ● What first aid procedures can you use for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)? ● What effect can unsafe behaviors have when traveling in motor vehicles and using other modes of transportation? ● How can you safely communicate through digital media with respect? ● How can you communicate personal boundaries? ● How can you respect other people's personal boundaries? ● What strategies can you use to call attention to or leave an uncomfortable or dangerous situation?
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Core Instructional & Supplemental Materials

Suggested Activities/Resources:

- Too Good For Drugs Program
- The Great Body Shop
- BrainPop
- Role-playing scenarios
- Group participation/discussions
- Give 1 Get 1 Activity
- [Health Powered Kids](#)
- Guest presenters from community members
- Interview community members in varying jobs.
- Timon and Pumbaa Safety Smart DVD Series: On the Go, In the Water, Fire Safety, At Home, Go Green, Online
- Safety Smart Science with Bill Nye the Science Guy: Fire Classroom Edition [Interactive DVD]
- [Brain Pop-First Aid](#)
- [5 Reasons To Set Healthy Boundaries with Toxic People](#)
- [Teen Voices: Oversharing and Digital Footprints](#)
- [Private and Personal Information](#)
- Nemours KidsHealth - Youtube
- K5 Hidden Peak Education-YouTube

Varied Levels of Text:

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