

Bloomingtondale School District

Bloomingtondale, NJ



Health & Physical Education K-8

Adopted:

2018

Health & Physical Education K-8 curriculum is developed by the Bloomingtondale Public School District and aligned to the Comprehensive Health & Physical Education Standards which are correlated to the NJSLS for ELA, Math, and Science.

Health & Physical Education Department

Bloomington School District

WORLD LANGUAGES K-8 CURRICULUM GUIDE

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Physical Education – Grades K – 8

DISTRICT PHILOSOPHY

The Bloomington School District curriculum has been designed to meet the needs of all children during their developmental and adolescent years. Based on the educational principle that the mind and

body are one and we are responsible for educating the whole child, the Bloomingdale School District supports the following beliefs:

Comprehensive Physical Education should:

- Physical education is designed to remediate weaknesses and reinforce strengths.
- Physical education is unique in that it educates through the physical in order to reach its objectives.
- Physical education should help students develop physical fitness, neuromuscular skills, a body of knowledge relative to physical activity, and positive attitudes and behaviors.
- Physical education is not only a collection of activities, but is a well-organized, sequenced program which is designed to meet specific objectives.
- The ultimate test of the physical education program lies in the lifestyle of our graduates. Graduates of a successful program maintain a desirable level of physical fitness, understand the effects of exercise on the human body, are aware of the benefits of a physically active lifestyle, and exhibit positive behaviors and attitudes both as a spectator and a participant.
- Physical Education should foster the enjoyment of play and activity, which will ultimately result in students continuing activity throughout their lives.

Physical Education should, whenever possible, be coordinated with other curricular areas (i.e. Social Studies, Math, Science, Music, etc.)

Health Education – Grades K – 8

DISTRICT PHILOSOPHY

The Bloomingdale School District curriculum is a planned, sequential curriculum that addresses the physical, mental, emotional, and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The comprehensive curriculum includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health, injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse.

Comprehensive Health Education should:

- Empower students to make informed decisions about issues that impact their present health, the health of their family and friends, and the health of society at-large.
- Enable students to enact health-enhancing behaviors before damaging patterns are firmly established.
 - Enhance students' ability to become cautious and competent consumers.
- Strengthen students' ability to recognize, analyze, and react to unhealthy or dangerous situations in a safe and appropriate manner.
- Strengthen students' ability to focus on learning, academic achievement, and preparation for the world of work.
- Empower students to navigate through and around conflicting messages, risky behaviors, and mounting pressures and to develop dependable support systems.
- Assist students to recognize, understand, and address immediate or chronic health problems in order to prevent long-term health problems.
- Enable students to participate in lifetime activities that promote, support, and maintain wellness.

Health should, whenever possible, be coordinated with other curricular areas (i.e. Social Studies, Math, Science, Music, etc.)

NJSLS Correlation	National Standards for K-12 Physical Education
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<p>2.5 : MOTOR SKILL DEVELOPMENT: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement skill and Concepts B. Strategy C. Sportsmanship, Rules and Safety</p>	<p>STANDARD 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>STANDARD 2: The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</p>
<p>2.6 : FITNESS: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p>A. Fitness and Physical Activity</p>	<p>STANDARD 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>STANDARD 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>STANDARD 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p>

PHYSICAL EDUCATION – K–4

I. Course Materials & Resources

- NJSLS Model Curriculums <http://www.state.nj.us/education/modelcurriculum/>
- NJSLS Comprehensive Health/Physical Education (2009 & 2014 standards) <http://www.state.nj.us/education/cccs/2014/chpe/>
- NJSLS Comprehensive Health/Physical Education 1996 (Framework resources) <http://www.state.nj.us/education/cccs/1996/>
<http://www.state.nj.us/education/cccs/1996/frameworks/chpe/>
- SHAPE America: National Standards

HEALTH: <http://www.shapeamerica.org/standards/health/index.cfm>

PHYSICAL ED.: <http://www.shapeamerica.org/standards/pe/index.cfm>

DANCE: <http://www.shapeamerica.org/standards/dance/index.cfm>

SPORTS: <http://www.shapeamerica.org/standards/coaching/index.cfm>

ADAPTED PE: <http://www.shapeamerica.org/standards/adapted/index.cfm>

II. METHODS OF INSTRUCTION

- I. Lecture by the teacher
- II. Demonstration of skills by teacher and/or students
- III. Class discussion
- IV. Video Tape/DVD – to support subject content being taught
- V. Reciprocal Teaching

III. MATERIALS FOR INSTRUCTION

- I. Resource materials/handouts
- II. Audio Visual aids
 - a. video tape/DVD
 - b. transparencies
- III. Worksheets
- IV. Newspapers and magazine articles
- V. Instructional Aids
 - a. props
 - b. posters
 - c. bulletin boards
 - d. chalkboard/wipe-off board
 - e. SmartBoard

- VI. Physical Education Equipment

IV. METHODS OF STUDENT EVALUATION

- I. The teacher will establish standards of evaluation and learning and will discuss the expected performance standards with each class. It is expected that the enrolled pupils will achieve a satisfactory grade.
- II. Criteria to evaluate student progress
 - A. Participation
 - B. Preparation (sneakers and proper attire)
- C. Assignments and Projects
 - D. Observations of student performance
 - a. effort
 - b. attitude
 - c. sportsmanship
 - d. self-control
 - e. skills
 - f. cooperation
 - E. Attendance

- V. **Alignment to Technology standards and 21st Century Skills/Concepts**
 - <http://www.state.nj.us/education/cccs/standards/8/>
 - **New Jersey Cross-Content Workplace Readiness Curriculum Framework: A Road Map for Learning** (Workplace readiness standards
<http://www.state.nj.us/education/archive/frameworks/ccwr/appendixb.pdf>)
 - **21st Century Content Standards**
<http://www.state.nj.us/education/cccs/2014/career/9.pdf>
 - **New Jersey Core Curriculum Content Standards**
<http://www.state.nj.us/education/cccs/2014/tech/>
 - 8.1 Educational Technology
 - 8.2 Technology Education, Engineering, Design, and Computational Thinking
Programming NJSLS Technology Resources

- **Resources**

<http://www.state.nj.us/education/aps/cccs/tech/resources.htm>

Districts may find the following web sites useful in obtaining information and services. The New Jersey Department of Education does not recommend or endorse any materials. Web site addresses frequently change and searching titles may result in different addresses.

VI. Alignment to Technology standards

Comprehensive health & physical education classes in the Bloomingdale Public schools promote career- readiness skills related to Personal Financial Literacy (9.1) and Career Awareness, Exploration, and Presentation (9.2). Some course concepts from the Career and Technical Education Standards (9.3), but these are not directly correlated since our district is not a CTE program.

The Bloomingdale School District fosters an environment that promotes career-readiness skills in all content areas. Whereas [Career Ready Practices](#) are explored consistently, specific alignment to [Personal Finance Literacy \(9.1\)](#) and [Career Awareness, Exploration, and Presentation Standards \(9.2\)](#) are included in the district level document (below). When appropriate, the [Career and Technical Education Standards \(9.3\)](#) have been reviewed and aligned as well.

Examples:

9.2B: Career exploration in each unit of study. Students are encouraged to explore careers related to health.

In addition, every effort is made to integrate technology and engineering into our science classes. [Educational Technology \(8.1\)](#) and [Technology Education, Engineering, Design, and Computational Thinking – Programming \(8.2\)](#) standards are cross connected throughout our science programs.

Examples:

8.1A: Use spreadsheets to analyze & interpret data from health statistics, 6-12.

Use the internet to increase productivity and efficiency, 9-12.

8.1B,C: Use data to solve real-world problems, 6-12.

Use online platforms to collaborate & address global issues, 9-12. 8.1F: Collect and analyze data using internet and data simulations, 6-12. 8.2B: Become aware of the global impacts on technology, 6-12.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition as stated within Policy #6409 concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the Core Curriculum Content Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modifications to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified individual needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement. The individual educational plan will also assist the health educator in implementing a successful program for the above students.

Physical/Health Education – Grades K – 8

ENGLISH LANGUAGE LEARNERS GENERAL MODIFICATIONS FOR INSTRUCTIONAL ACTIVITIES

In order to ensure that English Language Learners are fully integrated into classroom life and can participate in all mainstream content areas, certain modifications and differentiated criteria shall be implemented. The following modifications can be utilized to suit the needs of English Language Learners in the mainstream classes outlined in this curriculum guide. After consultation with an ESL/Bilingual teacher and identification of student's proficiency level, the mainstream content area teacher can choose the appropriate strategies. Teachers should:

Beginning ESL Students

- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionary
- Speak slowly and clearly
- Use gestures, facial expressions and visuals
- Ask yes/no questions
- Model: use concrete demonstration of abstract concepts
- Use manipulatives, props, pictures, and concrete objectives as much as possible
- Assign a native language partner/peer tutor
- Use study guides/outline chapters
- Monitor use of notebooks
- Differentiated grading and requirements

Beginning and Intermediate ESL Students

- Simplify language/avoid idioms
- Use cooperative learning groups/set up peer tutoring pairs to encourage participation

- Use videos to reinforce content
- Tape record lessons and text readings
- Incorporate appropriate student software into planning and assignments
- Highlight key words and concepts
- Reduce the number of items for tests, class work, and homework
- Allow for repetition of material in various modes, (oral, written, visual, song)
- Allow verbal response in place of written
- Use manipulatives and hands-on activities
- Use graphic organizers, Venn diagrams and outlines to visually present information
- Encourage students to organize information through the use of such organizers
- Build background knowledge prior to lesson, students may not be aware of culturally specific events or objects
- Provide multiple choice options for open ended questions
- Use student as a resource whenever possible
- Differentiated grading and requirements

Advanced ESL Students and Recently Exited ESL Students

- Score writing holistically (focus on the content of ideas rather than grammar)
- Use cooperative learning groups/set up peer tutoring pairs
- Highlight key words
- Encourage participation by fostering a supportive class climate and allowing for mistakes
- Use graphic organizer
- Modify and support writing assignments and assessments
- Build background knowledge through class discussions especially if material is culturally specific to the United States
- Use student as a resource whenever possible/highlight student successes

Physical/Health Education – Grades K – 8 MODIFICATIONS/SUPPLEMENTARY AIDS IN REGULAR EDUCATION FOR SPECIAL EDUCATION STUDENTS

To the maximum extent appropriate, an educationally disabled pupil shall be educated with children who are not educationally disabled. In developing the basic plan of the individual education program, the Child Study Team, Regular Education teacher, Special Education teacher, and parent/guardian shall determine the appropriateness of regular education program options with support, such as curricular or instructional modifications.

The following list is only some of the curricular modifications and instructional techniques available for implementation in the Regular Education classroom.

- Read tests orally, record student response; allow test retakes
- Reduce the amount of written work or class work by one half
- Grade student on what is handed in, do not penalize for incomplete assignments/homework/spelling
- Allow student to finish test and quizzes during school, after school, or in the Resource Center; allow additional time for tests
- Do not require student to make up work when absent
- Provide preferential seating, study carrels
- Keep desk free from extraneous materials
- Provide adequate space for movement
- Extend time for processing information
- Cue student to stay on task
- Establish an individual daily schedule
- Break work into shorter segments
- Rewriting tests/consider spacing and crowding
- Test for content and knowledge in subject areas
- Reading modification based on individual goals
- Verbal cues and prompts
- Proximity control
- Logical consequences/natural reinforcers/immediate feedback
- Augmentative communication systems (i.e., Alpha Talker)

- Books on tape/study guides
- Differentiated activities/assignments
- Homework Clubs, homework assignment pads
- Vary test formats; short answers, matching, essay
- Alternative response modes: points, writes, circles
- Curriculum-based assessment
- Peer tutoring: Individual and Class wide models
- Cooperative learning groups
- Advance organizers/outlines/study guides/mapping guides
- Note-taking assistance/note-taking strategies
- Rephrasing/redirecting/'preview' strategies/mnemonic devices
- Computer assisted instruction
- Assistive technology devices
- Math: calculator, tables, number lines, manipulatives
- Vary input: lecture, demonstration, simulations
- Vary output: oral, written games, role plays
- Vary questioning techniques
- Parallel activity or curriculum
- Provide summary of reading assignment: written/taped
- Use checklist for review/study procedures
- Behavioral contingency contracts/planned ignoring
- Time out/time away
- Rules and Routine clear and consistent

PHYSICAL EDUCATION – K – 8

CAREER INFUSION

The student shall:

- I. Prepare a report on career goals related to physical education and/or physical fitness.
- II. Develop awareness of individual abilities, interests and their relevance to career exploration.
- III. Investigate possible sources of career information related to physical education and associated fields.
- IV. Recognize the needs of both men and women in carrying out careers.
- V. Understand the importance of life skills learned and used in physical education and how they impact one's career.

HEALTH EDUCATION – GRADES K – 8

CAREER INFUSION

The student shall:

- I. Be aware of career goals related to health, social and community careers

- II. Increase self-awareness by assuming responsibility for personal hygiene and building self-esteem and feeling of self-worth
- III. Know personal needs, interests, values and explore careers
- IV. Evaluate their own personal values and goals and recognize the needs of both men and women in carrying out careers.

