



# **K-2 PE/HEALTH CURRICULUM**

**Middle Township Public Schools**

**216 S. Main Street**

**Cape May Court House, NJ 08210**

**Born on: February 2018**

**Board Approved: August 2022**

### **Acknowledgements**

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### **Introduction**

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for Health are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

### **Course Description**

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLS-CHPE mission and vision reflects this perspective:  
**Mission:** All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively

impact their families, schools and communities.

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills;
- Builds and maintains healthy relationships;
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues

### **Revised Standards 2020**

#### **Framework for NJ Designed Standards**

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study within comprehensive health and physical education;
- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and
- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.

The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflect the current thinking and best

practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

## **New Jersey Student Learning Standards Career Readiness Life Literacies, and Key Skills Practices**

### ***CRLKSP 1 Act as a responsible and contributing community member and employee.***

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### ***CRLKSP 2 Attend to financial well-being.***

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

### ***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

### ***CRLKSP 4 Demonstrate creativity and innovation.***

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a

variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

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Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

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Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRLKSP 9 Work productively in teams while using cultural/global competence.***

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings

**Pacing Guide**

<b><u>UNIT TITLE</u></b>	<b><u>ENDURING UNDERSTANDINGS</u></b>	<b><u>NJSLS</u></b>	<b><u>TIMEFRAME</u></b>
<b>1- Physical Fitness</b>	<ul style="list-style-type: none"><li>Students will be able to perform various exercises and warm – up activities.to improve overall fitness. Students will discover how exercise, nutrition and a healthy lifestyle improve overall quality of life. Limited experience due to age, will necessitate practice in many activities to master skill.</li></ul>	<b>2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4 2.1.2.PGD.1</b>	<b>24 classes</b>
<b>2- Movement Skills and Concepts</b>	<ul style="list-style-type: none"><li>Students will be able to perform various ball skills demonstrating proper hand and body position. Studentswill discover how these skills are basis for lifetime physical activities. Limited experience due to age will necessitate practice in many activities to master skill.</li><li>Students will be able to move in activity area safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spatial awareness and body awareness. Limited experience due to age, will necessitate practice in many activities to master skill.</li></ul>	<b>2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.MSC.8</b>	<b>24 classes</b>
<b>3- Lifelong Fitness</b>	<ul style="list-style-type: none"><li>Students will be able to move in activity area safely. Perform class skills learned in small group and large group games and activities. Activities will allow practice of skills learned and well as introduce students to lifetime activities. Limited experience due to age will necessitate practice in many activities to master skill.</li></ul>	<b>2.2.2.LF.1 2.2.2.LF.2 2.2.2.LF.3 2.2.2.LF.4</b>	<b>16 classes</b>

<b>Content Area:</b>	<b>Physical Education</b>	<b>Grade(s) K</b>
<b>Unit Plan Title:</b>	Unit 1: Physical Fitness	
<b>Overview/Rationale</b>		
Purpose of this unit is to introduce students to fitness activities that students can use to improve overall fitness. Students will learn various exercises and routines and will demonstrate ability to perform safely. Students will understand the importance of physical exercise along with healthy habits.		
<b>Core Idea</b>		
2.2 Physical Wellness The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health		
<b>Performance Expectations</b>		
<b>2.2.2.PF.1:</b> Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). <b>2.2.2.PF.2:</b> Explore how to move different body parts in a controlled manner. <b>2.2.2.PF.3:</b> Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g. games, challenges, team building). <b>2.2.2.PF.4:</b> Demonstrate strategies and skills that enable team and group members to achieve goals.		
<b>Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)</b>		
<i>Students will be able to perform various exercises and warm –up activities to improve overall fitness. Students will discover how exercise, nutrition and a healthy lifestyle improve overall quality of life. Limited experience due to age will necessitate practice in many activities to master skill.</i>		
<b>Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)</b>		
Why do we exercise? What types of exercise will improve muscular strength? What types of exercise improve flexibility? What types of exercises will improve endurance? Why is choosing food with good nutritional value important?		

Why do we need to follow rules when exercising?	
<b>Student Learning Goals/Objectives:</b> (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)	
<b>Students will know....</b> <i>What exercise is and why it is beneficial</i> <i>How various exercises are beneficial to our bodies</i> <i>How to improve muscular strength, flexibility and endurance.</i>	<b>Students will be able to (do)...</b> <i>Explain how one's decisions to be active can have a direct impact on the way they feel.</i> <i>Explain how regular physical activity contributes to being "well" Identify the basic safety rules that should be applied when participating in any movement activity</i> <i>Identify foods that promote a healthy lifestyle.</i>
<b>Assessment Evidence:</b>	
<b>Performance Tasks:</b> <i>Ability to follow rules, classroom activities, individual, partner and group activities.</i>	<b>Other Assessment Measures:</b> <i>Teacher observation, participation, skill grade</i>
<b>Teaching and Learning Actions:</b> (What learning experiences and instruction will enable students to achieve the desired results?)	
<i>Instructional Strategies and Activities</i> <i>D</i>	Various exercises- jumping jacks, sit-ups, toe-touches, push-up, upper body strength activities, jump rope...high energy warm-up activities to raise heart rate
<b>Resources</b>	
"The First Six Minutes " by Hal Cramer, "Hooked on Fitness" by James Harrison, "PE2 the Max" by J.D. Hughes, "No Standing Around in My Gym" by J.D. Hughes	
<b>Suggested Time Frame:</b>	24 classes

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)



Content Area:	Physical Education	Grade(s) K
Unit Plan Title:	Unit 2: Movement Skills and Concepts	
Overview/Rationale		
Purpose of this unit is to introduce students to activities that will improve eye -hand coordination and fine motor skills. In addition, students will be introduced to locomotor and non-locomotor skills with emphasis on spatial and self-awareness. Students will perform ball skills and striking skills. Students will learn skills that improve flexibility and strength building. Students will demonstrate ability to perform safely along with understanding the importance of physical exercise.		
Core Idea(s)		
<ul style="list-style-type: none"><li>• The body move with confidence in a variety of age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</li><li>• Feedback impacts and improves the learning of movement skills and concepts.</li><li>• Teamwork consists of effective communication and respect among class and team member</li></ul>		
Performance Expectations		
<b>2.2.2.MSC.1:</b> Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).		
<b>2.2.2.MSC.2:</b> Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).		
<b>2.2.2.MSC.3:</b> Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.		
<b>2.2.2.MSC.4:</b> Differentiate manipulative movements		
<b>2.2.2. MSC.5:</b> Adjust and correct movements and skill in response to feedback		
<b>2.2.2.MSC.6:</b> Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.		
<b>2.2.2.MSC.7:</b> Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.		
<b>2.2.2.MSC.8:</b> Explain the difference between offense and defense.		
Enduring Understandings:		
<i>Students will be able to perform various ball skills demonstrating proper hand and body position. Students will discover how these skills are basis for lifetime physical activities. Students will be able to move in activity area safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spatial awareness and body awareness. Limited experience due to age, will necessitate practice in many activities to master skill.</i>		

**Essential Question(s) :**

How can you kick a ball effectively?  
How do you underhand throw a ball correctly?  
How do you overhand throw a ball correctly?  
How do you strike a ball with an object correctly? How do you roll a ball correctly?  
How do you bounce a ball correctly?  
How can you move at different levels changing speed, force, rhythm? How can balance and move effectively on apparatus?  
What are the skills to play different type tag games?  
How can the body move and bend in different ways and improve fitness?

**Student Learning Goals/Objectives:*****Students will know....***

*How to kick and dribble a soccer ball.*  
*How to underhand, overhand and roll a ball to a partner accurately. How to strike a stationary object.*  
*How to shoot a ball at a target.*  
*How to maintain balance while performing activities.*  
*How to play tag games.*  
*How to perform basic gymnastic rolls and stunts How to move at different rates of speed and force.*

***Students will be able to (do)...***

*Develop spatial and coordination skills through movement and manipulative activities such as walking on a balance beam, twirling a hula- hoop, or buttoning and unbuttoning*  
*Perform various movement and manipulative skills (kicking, striking) with developmentally appropriate control during skill practice.*  
*Identify body parts (hands, feet, knees, head) that may be used to control different objects during various manipulative activities*  
*Develop and refine fine and stationary gross motor skills while in self-space. (e.g. twisting, bending e.g., work towards using smaller sized manipulative during activity)*  
*Demonstrate basic activity and safety rules when refining non-locomotor skills (e.g. twisting, bending, stretching, curling)*

<b>Assessment Evidence:</b>	
<b>Performance Tasks:</b> <i>Ability to follow rules, classroom activities, individual, partner and group activities.</i>	<b>Other Assessment Measures:</b> <i>Teacher observation, participation, skill grade</i>
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities</i>  <i>D</i>	<b>Throwing, catching, rolling, and kicking individually and with partners. Beanbag skills and activities.</b> <b>Partner and small group games incorporating skills. Moving to beat of drum, tag games, scooter activities, gymnastic mats rolls and balance activities</b>
<b>Resources</b>	
“What are we Doing in Gym Today” By Kenneth Tillman and Patricia Rizzo Toner, “You’ll Never Guess What We did In Gym Today” by Kenneth Tillman and Patricia Rizzo Toner , Beanbag Fun Record, “A Teachers Guide to Elementary School Physical Education”. “Rhythmic Activities and Dance”, “PE Activities for Grade K-2” by Joanne Landy and Maxwell Landy, “A Teachers Guide to Elementary School Physical Education”, “PE Activities for Grade K-2” by Joanne Landy and Maxwell Landy	
<b>Suggested Time Frame:</b>	24 classes

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Content Area:	Physical Education	Grade(s) K
Unit Plan Title:	Unit 3: Lifelong Fitness	
Overview/Rationale		
Purpose of this unit is to introduce students to activities that utilize the basic skills taught in class allowing for practice as well as discovery of activities that can be continued into adulthood. Students will learn games and activities which allow for cooperative and competitive interaction. Students will demonstrate ability to perform safely along with understanding the importance of physical exercise.		
Core Idea(s)		
<ul style="list-style-type: none"><li>Exploring wellness components provide a foundational experience of physical movement activities.</li><li>Personal and community resources can support physical activity.</li></ul>		
Performance Expectations		
<ul style="list-style-type: none"><li><b>2.2.2.LF.1:</b> Express one’s feelings and emotions when involved in movement and physical activities to increase positive behaviors.</li><li><b>2.2.2.LF.2:</b> Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf, fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</li><li><b>2.2.2.LF.3:</b> Explore the body’s range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li><li><b>2.2.2.LF.4 :</b> Identify physical activities available outside of school that are in the community.</li></ul>		
Enduring Understandings:		
<i>Students will be able to move in activity area safely. Perform class skills learned in small group and large group games and activities. Activities will allow practice of skills learned and well as introduce students to lifetime activities. Limited experience due to age, will necessitate practice in many activities to master skill.</i>		
Essential Question(s) :		
How do you perform soccer dribbling skills and passing skills correctly? How do you perform underhand and overhand throwing and catching skills correctly? How do you perform rolling skills correctly? How can you kick a ball effectively? How do you perform basketball shooting skill correctly? How do you swing a bat correctly? How can you perform jump rope in a community service project? How can we demonstrate endurance, agility, strength, flexibility and coordination during relays?		

Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)		
Students will know.... How to play soccer lead-up game How to perform ball skills in lead-up games How to strike stationary object in modified t-ball game Perform various relay activities in cooperative activities The importance of a community service project		Students will be able to (do)... Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play Explain what it means to display good sportsmanship. Demonstrate cooperative and competitive strategies in movement activities and modified games.
Assessment Evidence:		
Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.		Other Assessment Measures: Teacher observation, participation, skill grade
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)		
Instructional Strategies and Activities D	Soccer, Basketball, T-ball skills, relays field day activities, ball skills throwing, catching, tossing , rolling in games, Kick ball, tag games with ball skills, Jump a thon community service	
Resources		
Lead-up Games to Team Sports “by William Blake/Ann Volp, “What are we Doing in Gym Today” By Kenneth Tillman and Patricia Rizzo Toner, “You’ll Never Guess What We did In Gym Today” by Kenneth Tillman and Patricia Rizzo Toner, ”, “Ready to Use Pre-Sport Skills, No Standing Around in My Gym” by J.D. Hughes, “Elementary Teachers’ Handbook of Indoor and Outdoor Games” Art Kamiya, “Chicken and Noodle Games		
Suggested Time Frame:	16 classes	

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## **Kindergarten Health**

### **Introduction**

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### **Course Description**

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

***Mission:*** Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

***Vision:*** A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
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## Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
<b>1- Emotional Health/Community Health Services</b>	<ul style="list-style-type: none"> <li>Students will discover the many factors that influence how we think about ourselves and others. Students will be able to identify different feelings and emotions and the different ways individuals handle stress. Students will be able to define peer-pressure and will explore their own self esteem. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.</li> </ul>	<b>2.1.2.EH.1</b> <b>2.1.2.EH.2</b> <b>2.1.2.EH.3</b> <b>2.1.2.EH.4</b> <b>2.1.2.EH.5</b> <b>2.1.2.CHSS.1</b> <b>2.1.2.CHSS.2</b> <b>2.1.2.CHSS.3</b> <b>2.1.2.CHSS.4</b>	<b>10 lessons</b>
<b>2- Alcohol, Tobacco &amp; Other Drugs/Dependency, Substances Disorder &amp; Treatment</b>	<ul style="list-style-type: none"> <li>Students will discover definition of drugs vs medicine. Students will be able to identify common drugs and positive and negative use of drugs. Students will practice refusal skills. Students will discover steps to take to be safe around drugs and medicines. Limited experience due to age will necessitate foundation to be taught for students to understand dangers of drugs and refusal skills.</li> </ul>	<b>2.3.2.ATD.1</b> <b>2.3.2.ATD.2</b> <b>2.3.2.ATD.3</b> <b>2.3.2.DSDT.1</b> <b>2.3.2.DSDT.2</b>	<b>10 lessons</b>
<b>3- Personal Safety/Health Conditions, Diseases &amp; Medicines</b>	<ul style="list-style-type: none"> <li>Students will discover safety rules to follow relating to bus, seatbelt, pedestrian, home, fire, bike, poisons, Lyme disease and strangers. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habit.</li> </ul>	<b>2.3.2.PS.1</b> <b>2.3.2.PS.2</b> <b>2.3.2.PS.3</b> <b>2.3.2.PS.4</b> <b>2.3.2.PS.5</b> <b>2.3.2.PS.6</b> <b>2.3.2.PS.7</b> <b>2.3.2.PS.8</b>	<b>10 lessons</b>

<b>4- Personal Growth &amp; Development/ Nutrition</b>	<ul style="list-style-type: none"> <li>Students will discover proper personal health habits such as hygiene, nutrition, prevention of disease. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age, will necessitate foundation to be taught for students to understand necessity of good habits.</li> </ul>	<b>2.1.2.P.G.D.1</b> <b>2.1.2.P.G.D.2</b> <b>2.1.2.P.G.D.3</b> <b>2.1.2.P.G.D.4</b> <b>2.1.2.P.G.D.5</b> <b>2.2.2.N.1</b> <b>2.2.2.N.2</b> <b>2.2.2.N.3</b>	<b>8 lessons</b>
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Content Area:	Health	Grade(s) K
Unit Plan Title:	Unit 1: Emotional Health & Community Health Services & Support	
Overview/Rationale		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to emotional wellbeing as well as services and support available from the community. Topics explored will provide a foundation for a healthy lifestyle.		
Core Idea(s)		
<ul style="list-style-type: none"><li>Many factors influence how we think about ourselves and others.</li><li>There are different ways that individuals handle stress, and some are healthier than others.</li><li>People in the community work to keep us safe.</li><li>Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</li></ul>		
Performance Expectations		
<b>2.1.2.EH.1:</b> Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.		
<b>2.1.2.EH.2:</b> Identify what it means to be responsible and list personal responsibilities.		
<b>2.1.2.EH.3:</b> Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).		
<b>2.1.2.EH.4:</b> Demonstrate strategies for managing one's own emotions, thoughts and behaviors.		
<b>2.1.2.EH.5:</b> Explain healthy ways of coping with stressful situations.		
<b>2.1.2.CHSS.1:</b> Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.		
<b>2.1.2.CHSS.2:</b> Determine where to access home, school and community health professionals.		

<b>2.1.2.CHSS.3:</b> Demonstrate how to dial and text 911 in case of an emergency. <b>2.1.2.CHSS.4:</b> Describe how climate change affects the health of individuals, plants and animals. <b>2.1.2.CHSS.5:</b> Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. <b>2.1.2.CHSS.6:</b> Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).	
<b>Technology Standard(s)</b>	
<b>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)</b>	
<b>Enduring Understandings:</b>	
<i>Students will discover what it means to be a member of the community. Students will define community service. Students will explore different ways to be safe in the community and at school. In addition, students will identify different emotions and healthy coping strategies to deal with stressful situations. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.</i>	
<b>Essential Question(s) :</b>	
What does it mean to be a member of a community and what is community service? What makes a good friend? What does it mean to be responsible? What are ways to be safe on the playground? What are different ways people show emotions? What are healthy coping strategies to deal with stressful situations? What are ways to demonstrate self-control?	
<b>Student Learning Goals/Objectives:</b>	
<b><i>Students will know....</i></b> <i>How to be a good community member</i> <i>Problem solving steps</i> <i>Definition of responsibilities</i> <i>Different emotions</i> <i>Know how to dial 911</i> <i>Healthy coping strategies</i>	<b><i>Students will be able to (do)...</i></b> <i>Discuss what qualities a person should have to show good character.</i> <i>Explain the meaning of character</i> <i>Brainstorm a list of personal responsibilities at home and school</i> <i>Identify trusted community workers that help keep us safe</i> <i>Understand that conflict occurs between people and age appropriate ways to resolve them</i> <i>Identify individuals that help during a school emergency</i>

		<i>Brainstorm situations that might result in feeling different emotions (sad, angry, frustrated, scared, etc.) List healthy coping strategies to deal with different emotions</i>
<b>Assessment Evidence:</b>		
<b>Performance Tasks</b> <i>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</i>		<b>Other Assessment Measures:</b> <i>Quizzes/homework/teacher observation/projects</i>
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>		
<i>Instructional Strategies and Activities</i> <i>D</i>	<b><i>Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills</i></b>	
<b>Resources</b> <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a>		
<b>Suggested Time Frame:</b>	10 lessons	

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

<b>Content Area:</b>	<b>Health</b>	<b>Grade(s) K</b>
<b>Unit Plan Title:</b>	<b>Unit 2: Alcohol, Tobacco &amp; Other Drugs/ Dependency, Substances Disorder &amp; Treatment</b>	
<b>Overview/Rationale</b>		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to drugs and medicines.		
<b>Core Idea</b>		
<ul style="list-style-type: none"><li>• The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health</li><li>• Substance abuse is caused by a variety of factors</li><li>• There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</li></ul>		

Cumulative Progress Indicator(s) and Number(s) (Established Goals)	
<p><b>2.3.2.ATD.1:</b> Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p><b>2.3.2.ATD.2:</b> Identify ways in which drugs, including some medicines, can be harmful.</p> <p><b>2.3.2.ATD.3:</b> Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p><b>2.3.2.DSDT.1:</b> Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p><b>2.3.2.DSDT.2:</b> Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>	
Technology Standard(s)	
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)	
Enduring Understandings:	
<p>Students will discover definition of drugs vs medicine. Students will be able to identify common drugs and positive and negative use of drugs. Students will practice refusal skills. Students will discover steps to take to be safe around drugs and medicines. Limited experience due to age will necessitate foundation to be taught for students to understand dangers of drugs and refusal skills.</p>	
Essential Question(s) :	
<p>What is a drug and what is the difference between good and bad drugs?</p> <p>What are the rules to follow for safe use of medicine?</p> <p>What are examples of refusal skills?</p>	
Student Learning Goals/Objectives:	
<p><b><i>Students will know....</i></b></p> <p><i>Definition of a drug</i></p> <p><i>Examples of drugs and differences between good and bad drugs</i></p> <p><i>Safe use of medicines</i></p> <p><i>How medicines can help prevent or cure illness/disease</i></p> <p><i>What it means to abuse a drug</i></p> <p><i>Dangers and effects of smoking</i></p> <p><i>Refusal skills</i></p>	<p><b><i>Students will be able to (do)...</i></b></p> <p><i>Explain what it means to make a decision</i></p> <p><i>Determine why we use medicines when we are not feeling well.</i></p> <p><i>Identify the harmful effects that tobacco could have on personal hygiene, health and safety</i></p> <p><i>Explain how a drug can be misused</i></p> <p><i>Identify activities that require healthy lungs</i></p> <p><i>List things tobacco does to their body (yellow teeth, bad breath, etc.)</i></p>

		Discuss what help is available for someone who abuses different substances.
Assessment Evidence:		
Performance Tasks: Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards		Other Assessment Measures: Quizzes/homework/teacher observation/projects
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)		
Instructional Strategies and Activities D	Consider how will the design will: W = Help the students know Where the unit is going and What is expected? Help the teacher know Where the students are coming from (prior knowledge and interests)? Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills	
Resources		
<a href="http://www.heart.org">www.heart.org</a> , <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/healthlessons">https://www.pinterest.com/explore/healthlessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , Smoking Stinks – KidsHealth		
Suggested Time Frame:	10 lessons	

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

<b>Content Area:</b>	<b>Health</b>	<b>Grade(s) 1</b>
<b>Unit Plan Title:</b>	<b>Unit 3: Personal Safety/ Health Conditions, Diseases &amp; Medicines</b>	
<b>Overview/Rationale</b>		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to personal safety. Topics explored will provide a foundation for a healthy lifestyle.		
<b>Core Idea(s)</b>		
<ul style="list-style-type: none"><li>• The environment can impact personal health and safety in different ways</li><li>• Potential hazards exist in personal space, in the school, in the community, and globally</li><li>• Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</li><li>• People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</li></ul>		

<b>Cumulative Progress Indicator(s) and Number(s) (Established Goals)</b>
<p><b>2.3.2.PS.1:</b> Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p><b>2.3.2.PS.2:</b> Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p><b>2.3.2. PS.3:</b> Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p><b>2.3.2. PS.4:</b> Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p><b>2.3.2.PS.5:</b> Define bodily autonomy and personal boundaries.</p> <p><b>2.3.2.PS.6:</b> Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</p> <p><b>2.3.2.PS.7:</b> Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p><b>2.3.2.PS.8:</b> Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</p> <p><b>2.3.2.HCDM.1:</b> Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.</p> <p><b>2.3.2.HCDM.2:</b> Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p> <p><b>2.3.2.HCDM.3:</b> Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases)</p>
<b>Technology Standard(s)</b>
<b>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)</b>
<b>Enduring Understandings:</b>
Students will discover safety rules to follow relating to bus, seatbelt, pedestrian, home, fire, bike, poisons, Lyme disease and strangers. Students will be able to identify ways to keep themselves and others healthy as well as the environment clean and safe. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.
<b>Essential Question(s) :</b>
<p>What are the rules to follow while riding the school bus?</p> <p>What are the rules to follow for pedestrian, traffic, car, animal, home and fire safety?</p> <p>What are the rules to follow around strangers?</p> <p>What is a poison and how can we stay safe from poisons?</p> <p>What is Lyme disease and what are the steps to prevention?</p>



Student Learning Goals/Objectives:	
<b>Students will know....</b> <i>Bus safety rules</i> <i>Pedestrian, home, water, animal, and fire safety</i> <i>Bike safety rules</i> <i>Safe practice for dealing with strangers</i> <i>Car safety rules</i> <i>Definition of a poison</i> <i>Poison symbols</i> <i>Safety around poison</i> <i>Prevention of Lyme disease</i> <i>Healthy personal habits and behaviors</i> <i>Definition of pollution</i> <i>Behaviors that would be considered child abuse</i>	<b>Students will be able to (do)...</b> <i>Determine how parents, culture and media influence their healthy decision making.</i> <i>Identify trusted community workers that help keep us safe</i> <i>List ways to keep themselves and others healthy and the environment clean and safe.</i> <i>Identify ways to be safe on the playground</i> <i>Identify different safety signs and their meaning</i> <i>Explain that pollutants in air and water can make people sick</i>
Assessment Evidence:	
<b>Performance Tasks:</b> <i>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</i>	<b>Other Assessment Measures</b> <i>Quizzes/homework/teacher observation/projects</i>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<b>Instructional Strategies and Activities</b>	Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills Eg Bus Safety posters, roleplay, Busters and Booster, Mommy I can Learn myself videos, Frayers Bicycle safety Kid Safety project, photo board poison discussion project, jump a thon community service project kick off vide, personal habits poster, journal, home fire safety checklist, STOP/DROP/ROLL, school counselor guest speaker
Resources	
<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a> , <a href="https://www.state.nj.us/health/cd/topics/lyme.shtml">https://www.state.nj.us/health/cd/topics/lyme.shtml</a> ,	
<b>Suggested Time Frame:</b>	10 lessons

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education

Content Area:	Health	Grade(s) K
Unit Plan Title:	Unit 4: Personal Growth and Development/ Nutrition	
Overview/Rationale		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to self-care, nutrition, disease prevention and physical activity that will provide a foundation for a healthy lifestyle.		
Core Idea		
<ul style="list-style-type: none"><li>• Individuals enjoy different activities and grow at different rates.</li><li>• Personal hygiene and self-help skills promote healthy habits</li><li>• Nutritious food choices promote wellness and are the basis for healthy eating habits.</li></ul>		
Performance Expectations		
2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.		
2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).		
2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.		
2.2.2.N.1: Explore different types of foods and food groups.		
2.2.2.N.2: Explain why some foods are healthier to eat than others.		
2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		
Enduring Understandings:		
Students will discover proper personal health habits such as hygiene, nutrition, prevention of disease. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.		
Essential Question(s) :		
What are the self-care steps to follow to maintain a healthy body?		
What are the proper ways to wash hands and prevent the spread of germs?		
How do you brush your teeth correctly?		
How should I dress for various weather conditions?		

Student Learning Goals/Objectives:		
<b>Students will know....</b> <i>Steps for personal hygiene and personal grooming skills</i> <i>Disease prevention and spread</i> <i>How to care for teeth</i> <i>Parts of “My Plate”</i> <i>How to choose healthy foods</i> <i>Parts of the body as related to wellness</i> <i>The importance of going to the doctor and/or dentist</i>		<b>Students will be able to (do)...</b> Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically) that support personal wellness. Create list of good grooming habits (bathing, hand washing, soap and water) Identify proper dental care ( brushing, flossing, going to the dentist) Label parts of the body and their relation to wellness Demonstrate independence when applying emerging self-help skills (using utensils, choosing clothes, brushing teeth) Identify healthy food choices Identify body parts used when exercising
Assessment Evidence:		
<b>Performance Tasks:</b> <i>Ability to complete classroom games, computer activities, small group activities activities, worksheets, whiteboards</i>		<b>Other Assessment Measures:</b> <i>Teacher observation</i>
Teaching and Learning Actions:		
<i>Instructional Strategies and Activities *D</i>	<b>Brainstorming, graphic organizer, posters, games, role playing</b>	
Resources		
My Plate materials, and posters , <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a> , <a href="http://www.choosemyplate.gov">http://www.choosemyplate.gov</a> , <a href="http://www.brainpopjr.com">www.brainpopjr.com</a> , <a href="https://www.youtube.com/watch?v=waNuZ8PEe1c">https://www.youtube.com/watch?v=waNuZ8PEe1c</a> - Brushing Teeth		
Suggested Time Frame:	8 lessons	

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education

## **Grade 1 P.E.**

### **Introduction**

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for Health are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

### **Course Description**

The state requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education.

The standards provide a blueprint for curriculum development, instruction and assessment for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations.

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLS-CHPE mission and vision reflects this perspective:

**Mission:** All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills;
- Builds and maintains healthy relationships;
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues

## **Revised Standards 2020**

### **Framework for NJ Designed Standards**

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study within comprehensive health and physical education;
- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and
- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.

The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflect the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

### **New Jersey Student Learning Standards Career Readiness Life Literacies, and Key Skills Practices**

#### ***CRLKSP 1 Act as a responsible and contributing community member and employee.***

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### ***CRLKSP 2 Attend to financial well-being.***

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

#### ***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies,

understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRLKSP 4 Demonstrate creativity and innovation.***

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRLKSP 6 Model integrity, ethical leadership and effective management.***

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRLKSP 7 Plan education and career paths aligned to personal goals.***

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways

available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRLKSP 9 Work productively in teams while using cultural/global competence.***

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.



## Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
<b>1- Physical Fitness</b>	<ul style="list-style-type: none"> <li>Students will be able to perform various exercises and warm – up activities to improve overall fitness. Students will discover how exercise, nutrition and a healthy lifestyle improve overall quality of life. Limited experience due to age will necessitate practice in many activities to master skill.</li> </ul>	<b>2.2.2.PF.1</b> <b>2.2.2.PF.2</b> <b>2.2.2.PF.3</b> <b>2.2.2.PF.4</b> <b>2.1.2.PGD.1</b>	<b>24 classes</b>
<b>2- Movement Skills &amp; Concepts</b>	<ul style="list-style-type: none"> <li>Students will be able to move in activity area and on playground safely. Perform locomotor movements individually and activities demonstrating spatial awareness and body awareness. Limited experience due to age, will necessitate practice in many activities to master skill</li> <li>Students will be able to perform various ball skills demonstrating proper hand and body position. Students will discover how these skills are basis for lifetime physical activities. Limited experience due to age will necessitate practice in many activities to master skill.</li> <li>Students will be able to move in activity area safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spatial awareness and body awareness. Limited experience due to age will necessitate practice in many activities to master skill.</li> </ul>	<b>2.2.2. MSC.1</b> <b>2.2.2. MSC.2</b> <b>2.2.2. MSC.3</b> <b>2.2.2. MSC.4</b> <b>2.2.2. MSC.5</b> <b>2.2.2. MSC.6</b> <b>2.2.2. MSC.7</b> <b>2.2.2. MSC.8</b>	<b>24 classes</b>
<b>3- Lifelong Fitness</b>	<ul style="list-style-type: none"> <li>Students will be able to move in activity area safely. Perform class skills learned in small group and large group games and activities. Activities will allow practice of skills learned and well as introduce students to lifetime activities. Limited experience due to age will necessitate practice in many activities to master skill.</li> </ul>	<b>2.2.2.LF.1</b> <b>2.2.2.LF.2</b> <b>2.2.2.LF.3</b> <b>2.2.2.LF.4</b>	<b>16 classes</b>

<b>Content Area:</b>	<b>Physical Education</b>	<b>Grade(s) 1</b>
<b>Unit Plan Title:</b>	Unit 1: Physical Fitness	
<b>Overview/Rationale</b>		
2.2 Physical Wellness		
The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities		
Purpose of this unit is to introduce students to fitness activities that students can use to improve overall fitness. Students will learn various exercises and routines and will demonstrate ability to perform safely. Students will understand the importance of physical exercise along with healthy habits.		
<b>Core Idea(s)</b>		
<ul style="list-style-type: none"><li>• The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</li></ul>		
<b>Performance Expectations</b>		
<b>2.2.2. PF.1:</b> Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).		
<b>2.2.2. PF.2:</b> Explore how to move different body parts in a controlled manner.		
<b>2.2.2. PF.3:</b> Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g. games, challenges, team building).		
<b>2.2.2. PF.4:</b> Demonstrate strategies and skills that enable team and group members to achieve goals.		
<b>Enduring Understandings:</b>		
<i>Students will be able to perform various exercises and warm –up activities.to improve overall fitness. Students will discover how exercise, nutrition and a healthy lifestyle improve overall quality of life. Limited experience due to age will necessitate practice in many activities to master skill.</i>		
<b>Essential Question(s):</b>		
<i>Why do we exercise?</i>		
<i>What types of exercise will improve muscular strength? What types of exercise improve flexibility?</i>		
<i>What types of exercises will improve endurance?</i>		
<i>Why is choosing food with good nutritional value important? Why do we need to follow rules when exercising?</i>		
<i>What is a fitness goal and how can I achieve that goal?</i>		
<i>How can our family, friends and technology affect our decision to lead a healthy lifestyle?</i>		

Student Learning Goals/Objectives:	
<b><i>Students will know....</i></b> <i>What exercise is and why it is beneficial</i> <i>How various exercises are beneficial to our bodies</i> <i>How to improve muscular strength, flexibility and endurance.</i> <i>How people and information in the world we live, can affect our health</i>	<b><i>Students will be able to (do)...</i></b> <i>Develop decision making skills that promote participation in moderate to vigorous age-appropriate physical activities.</i> <i>Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the achievement of obtaining wellness goals.</i> <i>Explain how a safe environment encourages continued participation in physical activity</i> <i>Explain how healthy food choices relate to personal wellness.</i> <i>Recognize how one's feelings can impact the progress toward the achievement of a wellness goal</i>
Assessment Evidence:	
<b><i>Performance Tasks:</i></b>	<b><i>Other Assessment Measures:</i></b>
<i>Ability to follow rules, classroom activities, individual, partner and group activities.</i>	<i>Teacher observation, participation, skill grade</i>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<b><i>Instructional Strategies and Activities</i></b> <i>D</i>	Various exercises- jumping jacks, sit-ups, toe-touches, push-up, upper body strength activities, jump rope...high energy warm-up activities to raise heart rate, Presidential Physical Fitness Program
Resources	
"The First Six Minutes " by Hal Cramer, "Hooked on Fitness" by James Harrison, "PE2 the Max" by J.D. Hughes, "No Standing Around in My Gym" by J.D. Hughes, <a href="http://pyfp.org">http://pyfp.org</a>	
<b>Suggested Time Frame:</b>	14 classes

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Physical Education	Grade(s) 1
Unit Plan Title:	Unit 2: Movement Skills and Concepts	
Overview/Rationale		
Purpose of this unit is to introduce students to activities that will improve eye -hand coordination and fine motor skills. Students will perform ball skills and striking skills. Students will demonstrate ability to perform safely. Students will be introduced to locomotor and non-locomotor skills with emphasis on spatial and self -awareness. Students will learn skills that improve flexibility and strength building. Students will demonstrate ability to perform safely along with understanding the importance of physical exercise.		
Core Idea(s)		
<ul style="list-style-type: none"><li>• The body move with confidence in a variety of age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</li><li>• Feedback impacts and improves the learning of movement skills and concepts.</li><li>• Teamwork consists of effective communication and respect among class and team members.</li></ul>		
Performance Expectations		
<b>2.2.2. MSC.1:</b> Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, and running).		
<b>2.2.2. MSC.2:</b> Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, and curling).		
<b>2.2.2. MSC.3:</b> Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.		
<b>2.2.2.MSC.4:</b> Differentiate manipulative movements (e.g., throwing, catching, dribbling)		
<b>2.2.2. MSC.5:</b> Adjust and correct movements and skill in response to feedback		
<b>2.2.2. MSC.6:</b> Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.		
<b>2.2.2. MSC.7:</b> Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.		
<b>2.2.2. MSC.8:</b> Explain the difference between offense and defense.		
Enduring Understandings:		
<i>Students will be able to move in activity area and on playground safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spatial awareness and body awareness. Students will be able to perform various ball skills demonstrating proper hand and body position. Students will discover how these skills are basis for lifetime physical activities. Limited experience due to age will necessitate practice in many activities to master skill.</i>		
Essential Question(s) :		

What are rules to follow to participate in class and on playground safely?  
 What are the skills needed to perform locomotor movements?  
 How can you move at different levels changing speed, force, rhythm creatively? How can you perform motor skills in a sequence?  
 How can you move at different levels changing speed, force, rhythm?  
 How can balance and move effectively on apparatus?  
 What are the skills to play different type tag games?  
 How can the body move and bend in different ways and improve fitness? How can you kick a ball effectively?  
 How do you underhand throw a ball correctly?  
 How do you overhand throw a ball correctly?  
 How do you strike a ball with an object correctly?  
 How do you roll a ball correctly?  
 How do you bounce a ball correctly?  
 How do you dribble a ball?  
 How do you strike a stationary ball with a bat?  
 How can you move at different levels changing speed, force, rhythm?  
 How can balance and move effectively on apparatus?  
 What are the skills to play different type tag games? How can the body move and bend in different ways and improve fitness?

#### **Student Learning Goals/Objectives:**

##### ***Students will know....***

*How to use playground apparatus.*  
*How to jump rope*  
*How to perform various locomotor skills*  
*How to incorporate these movement skills in various activities.*  
*How to kick and dribble a soccer ball.*  
*How to underhand, overhand and roll a ball to a partner accurately.*  
*How to strike a stationary object.*  
*How to shoot a ball at a target.*  
*How to maintain balance while performing activities.*  
*How to play tag games.*  
*How to perform basic gymnastic rolls and stunts*  
*How to move at different rates of speed and force*  
*How to perform basic Yoga moves*

##### ***Students will be able to (do)...***

*Demonstrate appropriate control while moving in personal and general space.(i.e. game, physical activity, dance*  
*Explain and demonstrate how basic movement and safety play a role in movement activity.*  
*Respond to a change in tempo, beat, rhythm, and musical style while performing in time, and with appropriate force and flow*  
*Safely demonstrate basic throwing and catching skills that develop coordination.*  
*Demonstrate various movement and manipulative skills (throw, catch) with developmentally appropriate control during games, dance, and physical activity*  
*Manipulate objects (ball, beanbags, hula- hoops) with different*

		<i>parts of the body during skill practice</i> <i>Demonstrate changes in movement (time, force flow) while manipulating objects [bouncing, dribbling (soccer), catching] in personal and general space</i> <i>Demonstrate changes in time, force, and flow while moving in self- space. (e.g. stretching, curling)</i> <i>Demonstrate basic activity and safety rules and explain how they contribute to stationary movement (e.g. twisting, curling) in a safe environment.</i>
<b>Assessment Evidence:</b>		
<b>Performance Tasks:</b> <i>Ability to follow rules, classroom activities, individual, partner and group activities.</i>		<b>Other Assessment Measures:</b> <i>Teacher observation, participation, skill grade</i>
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>		
<i>Instructional Strategies and Activities</i> <i>D</i>	Playground obstacle, jump rope, moving to beat of drum and music, musical hoops, scarves, parachute, dance, throwing, catching, rolling, and kicking individually and with partners. Beanbag skills and activities. Partner and small group games incorporating skills. Ring Toss, Bowling, Division Ball, T-ball batting, Moving to beat of drum, tag games, scooter activities, gymnastic mats rolls and balance activities, Yoga, ball relays	
<b>Resources</b>		
“Rhythmic Activities and Dance”, “PE Activities for Grade K-2” by Joanne Landy and Maxwell Landy, “A Teachers Guide to Elementary School Physical Education”, Parachute play , “What are we Doing in Gym Today” By Kenneth Tillman and Patricia Rizzo Toner, “You’ll Never Guess What We did In Gym Today” by Kenneth Tillman and Patricia Rizzo Toner , Beanbag Fun Record, “A Teachers Guide to Elementary School Physical Education” Lead-up Games to Team Sports “by William Blake/Ann Volp, “What are we Doing in Gym Today” By Kenneth Tillman and Patricia Rizzo Toner, “You’ll Never Guess What We did In Gym Today” by Kenneth Tillman and Patricia Rizzo Toner, “ , “Ready to Use Pre-Sport Skills, No Standing Around in My Gym” by J.D. Hughes, “Elementary Teachers’ Handbook of Indoor and Outdoor Games” Art Kamiya, “Chicken and Noodle Games		
<b>Suggested Time Frame:</b>	24 classes	

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Content Area:	Physical Education	Grade(s) 1
Unit Plan Title:	Unit 3: Lifelong Fitness	
Overview/Rationale		
Purpose of this unit is to introduce students to activities that utilize the basic skills taught in class allowing for practice as well as discovery of activities that can be continued into adulthood. Students will learn games and activities which allow for cooperative and competitive interaction. Students will demonstrate ability to perform safely along with understanding the importance of physical exercise.		
Core Idea(s)		
<ul style="list-style-type: none"><li>Exploring wellness components provide a foundational experience of physical movement activities.</li><li>Personal and community resources can support physical activity.</li></ul>		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.2.2. LF.1: Express one’s feelings and emotions when involved in movement and physical activities to increase positive behaviors.		
2.2.2. LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf, fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.		
2.2.2. LF.3: Explore the body’s range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).		
2.2.2. LF.5 : Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.		
Enduring Understandings:		
<i>Students will be able to move in activity area safely. Perform class skills learned in small group and large group games and activities. Activities will allow practice of skills learned and well as introduce students to lifetime activities. Limited experience due to age will necessitate practice in many activities to master skill.</i>		
Essential Question(s):		
How do you perform soccer dribbling skills and passing skills correctly?		
How do you perform underhand and overhand throwing and catching skills correctly?		
How do you perform rolling skills correctly?		
How can you kick a ball effectively?		
How do you perform basketball shooting skill correctly?		
How do you swing a bat correctly?		
How can you perform jump rope in a community service project?		
How can we demonstrate endurance, agility, strength, flexibility and coordination during relays?		

<b>Student Learning Goals/Objectives:</b>	
<b><i>Students will know....</i></b> <i>How to play soccer game</i> <i>How to perform ball skills in lead-up games</i> <i>How to strike stationary object in t-ball game</i> <i>Perform various relay activities in cooperative activities</i> <i>The importance of a community service project</i>	<b><i>Students will be able to (do)...</i></b> <i>Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play.</i> <i>Demonstrate good sportsmanship in games or other activities</i> <i>Compare and contrast cooperative versus competitive strategies in games, sports, and movement activities</i>
<b>Assessment Evidence:</b>	
<b><i>Performance Tasks:</i></b> <i>Ability to follow rules, classroom activities, individual, partner and group activities.</i>	<b><i>Other Assessment Measures:</i></b> <i>Teacher observation, participation, skill grade</i>
<b><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></b>	
<b><i>Instructional Strategies and Activities</i></b> <i>D</i>	Soccer, Basketball, T-ball skills, relays field day activities, ball skills throwing, catching, tossing , rolling in games,(bowling, ring toss, hopscotch) Kick ball, tag games with ball skills, Jump a thon community service
<b>Resources</b>	
Lead-up Games to Team Sports “by William Blake/Ann Volp, “What are we Doing in Gym Today” By Kenneth Tillman and Patricia Rizzo Toner, “You’ll Never Guess What We did In Gym Today” by Kenneth Tillman and Patricia Rizzo Toner, ” , “Ready to Use Pre-Sport Skills, No Standing Around in My Gym” by J.D. Hughes, “Elementary Teachers’ Handbook of Indoor and Outdoor Games” Art Kamiya, “Chicken and Noodle Games	
<b>Suggested Time Frame:</b>	16 classes

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education



## **Grade 1 Health**

### **Introduction**

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for Health are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

### **Course Description**

The state requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education. The standards provide a blueprint for curriculum development, instruction and assessment for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations.

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

***Mission:*** Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

***Vision:*** A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

### **Revised Standards 2020**

#### **Framework for NJ Designed Standards**

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study within comprehensive health and physical education;
- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and
- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.

The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflect the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

## **New Jersey Student Learning Standards Career Readiness Life Literacies, and Key Skills Practices**

### ***CRLKSP 1 Act as a responsible and contributing community member and employee.***

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### ***CRLKSP 2 Attend to financial well-being.***

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

### ***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

### ***CRLKSP 4 Demonstrate creativity and innovation.***

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### ***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRLKSP 6 Model integrity, ethical leadership and effective management.***

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRLKSP 7 Plan education and career paths aligned to personal goals.***

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRLKSP 9 Work productively in teams while using cultural/global competence.***

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

### Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
<b>1-Emotional Health &amp; Community Health Services</b>	<ul style="list-style-type: none"> <li>Students will discover the many factors that influence how we think about ourselves and others. Students will be able to identify different feelings and emotions and the different ways individuals handle stress. Students will be able to define peer-pressure and will explore their own self esteem. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.</li> </ul>	<b>2.1.2.EH.1</b> <b>2.1.2.EH.2</b> <b>2.1.2.EH.3</b> <b>2.1.2.EH.4</b> <b>2.1.2.EH.5</b> <b>2.1.2.CHSS.1</b> <b>2.1.2.CHSS.2</b> <b>2.1.2.CHSS.3</b> <b>2.1.2.CHSS.4</b>	<b>10 lessons</b>
<b>2- Alcohol, Tobacco, and Other Drugs/ Dependency, Substances Disorder &amp; Treatment</b>	<ul style="list-style-type: none"> <li>Students will discover definition of drugs. Students will be able to identify types of drugs and positive and negative use of drugs. Limited experience due to age will necessitate foundation to be taught for students to understand dangers of drugs and refusal skills.</li> </ul>	<b>2.3.2.ATD.1</b> <b>2.3.2.ATD.2</b> <b>2.3.2.ATD.3</b> <b>2.3.2.DSDT.1</b> <b>2.3.2.DSDT.2</b>	<b>10 lessons</b>

<b>3- Personal Safety/ Health Conditions, Diseases Medicines</b>	<ul style="list-style-type: none"> <li>Students will discover safety rules to follow relating to bus, seatbelt, pedestrian, home, fire, bike, poisons, Lyme disease and strangers. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.</li> </ul>	<b>2.3.2.PS.1</b> <b>2.3.2.PS.2</b> <b>2.3.2.PS.3</b> <b>2.3.2.PS.4</b> <b>2.3.2.PS.5</b> <b>2.3.2.PS.6</b> <b>2.3.2.PS.7</b> <b>2.3.2.PS.8</b>	<b>10 lessons</b>
<b>4-Personal Growth Development/ Nutrition</b>	<ul style="list-style-type: none"> <li>Students will discover proper personal health habits such as hygiene, nutrition, prevention of disease. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.</li> </ul>	<b>2.1.2.P.G.D.1</b> <b>2.1.2.P.G.D.2</b> <b>2.1.2.P.G.D.3</b> <b>2.1.2.P.G.D.4</b> <b>2.1.2.P.G.D.5</b> <b>2.2.2.N.1</b> <b>2.2.2.N.2</b> <b>2.2.2.N.3</b>	<b>8 lessons</b>

<b>Content Area:</b>	<b>Health</b>	<b>Grade(s) 1</b>
<b>Unit Plan Title:</b>	<b>Unit 1: Emotional Health/Community Health Services</b>	
<b>Overview/Rationale</b>		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to emotional wellbeing as well as services and support available from the community. Topics explored will provide a foundation for a healthy lifestyle.		
<b>Core Idea(s)</b>		
<ul style="list-style-type: none"><li>• Many factors influence how we think about ourselves and others.</li><li>• There are different ways that individuals handle stress, and some are healthier than others.</li><li>• People in the community work to keep us safe.</li><li>• Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</li></ul>		

<b>Cumulative Progress Indicator(s) and Number(s) (Established Goals)</b>
<p><b>2.1.2.EH.1:</b> Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</p> <p><b>2.1.2.EH.2:</b> Identify what it means to be responsible and list personal responsibilities.</p> <p><b>2.1.2.EH.3:</b> Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p><b>2.1.2.EH.4:</b> Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p><b>2.1.2.EH.5:</b> Explain healthy ways of coping with stressful situations.</p> <p><b>2.1.2.CHSS.1:</b> Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p><b>2.1.2.CHSS.2:</b> Determine where to access home, school and community health professionals.</p> <p><b>2.1.2.CHSS.3:</b> Demonstrate how to dial and text 911 in case of an emergency.</p> <p><b>2.1.2.CHSS.4:</b> Describe how climate change affects the health of individuals, plants and animals.</p> <p><b>2.1.2.CHSS.5:</b> Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p><b>2.1.2.CHSS.6:</b> Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</p>
<b>Technology Standard(s)</b>
<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)</p> <p>Interdisciplinary Standard(s)</p>
<b>Enduring Understandings:</b>
<p><i>Students will discover what it means to be a member of the community. Students will define community service. Students will explore different ways to be safe in the community and at school. In addition, students will identify different emotions and healthy coping strategies to deal with stressful situations. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.</i></p>
<b>Essential Question(s):</b>
<p>What does it mean to be a member of a community and what is community service?</p> <p>What makes a good friend?</p> <p>What does it mean to be responsible?</p> <p>What are ways to be safe on the playground?</p> <p>What are different ways people show emotions?</p> <p>What are healthy coping strategies to deal with stressful situations?</p> <p>What are ways to demonstrate self-control?</p>

Student Learning Goals/Objectives:		
<b>Students will know...</b> <i>How to be a good community member</i> <i>Problem solving steps</i> <i>The definition of character</i> <i>What it means to be a good friend</i> <i>Positive character traits</i> <i>The definition of responsibility</i> <i>Safety procedures on the playground</i> <i>Healthy ways to cope with stress</i> <i>How to dial 911</i>		<b>Students will be able to (do)...</b> <i>Develop a list of positive character traits.</i> <i>Brainstorm a list of personal responsibilities.</i> <i>Practice safety procedures on the playground</i> <i>Demonstrate self-control</i> <i>Identify strategies for managing emotions, thoughts and behaviors</i> <i>Create a list of community helpers and health care workers.</i> <i>Draw pictures of school helpers</i> <i>List different emotions</i> <i>Brainstorm situations that may result in feeling different emotions (sad, angry, frustrated, scared)</i> <i>List healthy coping strategies to deal with each emotion/feeling.</i>
Assessment Evidence:		
<b>Performance Tasks</b> <i>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</i>		<b>Other Assessment Measures:</b> Quizzes/homework/teacher observation/projects
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)		
<i>Instructional Strategies and Activities</i>  D	Brainstorming, graphic organizer, posters, games, videos(extended activities)	
Resources		
Here's Looking at You 2000 Drug Education Curriculum, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a>		
Suggested Time Frame:	10 lessons	

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)



Content Area:	Health	Grade(s) 1
Unit Plan Title:	Unit 2: Alcohol, Tobacco and Other Drugs/ Dependency, Substances Disorder, & Treatment	
Overview/Rationale		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to drugs and medicines.		
Core Idea(s)		
<ul style="list-style-type: none"><li>• The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</li><li>• Substance abuse is caused by a variety of factors.</li><li>• There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</li></ul>		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.		
2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.		
2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.		
2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.		
2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		
Enduring Understandings:		
<i>Students will discover definition of drugs. Students will be able to identify types of drugs and positive and negative use of drugs. Students will define peer-pressure and will explore their own self esteem. Limited experience due to age will necessitate foundation to be taught for students to understand dangers of drugs and refusal skills.</i>		
Essential Question(s) :		
What is a drug and what is the difference between good and bad drugs? What are the rules to follow for safe use of medicine?		
What are drug-look-alikes?		
What steps should you follow before putting something strange in your mouth? Why is smoking harmful?		
Why do people smoke? What is alcoholism?		
What are effects of chemical dependency? What are examples of refusal skills?		
How do you avoid peer pressure?		

Student Learning Goals/Objectives:	
<b>Students will know....</b> Definition of a drug Examples of drugs and differences between good and bad drugs Danger of drug look-alikes Safe use of medicines Definition alcohol and alcoholism Resources available for chemical dependency Dangers and effects of smoking Refusal skills	<b>Students will be able to (do)...</b> Determine why we use medicines when we are not feeling well. Identify how certain decisions we make may affect the way we feel (physically/emotionally, socially, etc.) Determine the harmful effects of alcohol, tobacco, and other drugs and how it impacts the personal wellness of the user and nonuser. Describe products in your environment that contain alcohol Recognize that people may have difficulty controlling their use of alcohol, tobacco and other drugs and explain that they can get help
Assessment Evidence:	
<b>Performance Tasks:</b> Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards	Quizzes/homework/teacher observation/projects
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<b>Instructional Strategies and Activities</b> D	Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills Eg. Frog find's out game. Frog story, Video "Squeegie learns about Drugs", Ask Before you Eat worksheet, Tippy's New Collar Alcoholism video, Great American Smoke out and handout, Drug Look Alike display
Resources	
American Cancer society, Here's Looking at You 2000 Drug Education Curriculum, <a href="http://www.choosemyplate.gov">http://www.choosemyplate.gov</a> , <a href="http://www.heart.org">www.heart.org</a> , <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/healthlessons">https://www.pinterest.com/explore/healthlessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a>	
Suggested Time Frame:	10 lessons

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Health	Grade(s) 1
Unit Plan Title:	Unit 3: Personal Safety/ Health Conditions, Diseases & Medicines	
Overview/Rationale		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to personal safety. Topics explored will provide a foundation for a healthy lifestyle.		
Core Idea(s)		
<ul style="list-style-type: none"><li>• The environment can impact personal health and safety in different ways</li><li>• Potential hazards exist in personal space, in the school, in the community, and globally</li><li>• Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</li><li>• People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</li><li>•</li></ul>		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
<p><b>2.3.2.PS.1:</b> Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p><b>2.3.2.PS.2:</b> Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p><b>2.3.2. PS.3:</b> Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p><b>2.3.2. PS.4:</b> Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p><b>2.3.2.PS.5:</b> Define bodily autonomy and personal boundaries.</p> <p><b>2.3.2.PS.6:</b> Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</p> <p><b>2.3.2.PS.7:</b> Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p><b>2.3.2.PS.8:</b> Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</p> <p><b>2.3.2.HCDM.1:</b> Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.</p> <p><b>2.3.2.HCDM.2:</b> Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p> <p><b>2.3.2.HCDM.3:</b> Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p>		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		

**Enduring Understandings:**

Students will discover safety rules to follow relating to bus, seatbelt, pedestrian, playground, home, community, fire, bike, poisons, Lyme disease and strangers. Students will be able to identify ways to keep themselves and others healthy as well as the environment clean and safe. Students will identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.

**Essential Question(s) :**

What are the rules to follow while riding the school bus?

What are the rules to follow for pedestrian, traffic, car, animal, home and fire safety? What are the rules to follow around strangers?

What is a poison and how can we stay safe from poisons? What is Lyme disease and what are the steps to prevention?

What does it mean to be a member of a community and what is community service?

**Student Learning Goals/Objectives:*****Students will know....***

*Bus safety rules*

*Pedestrian, home, water, animal, and fire safety*

*Bike safety rules*

*Safe practice for dealing with strangers*

*Car safety rules*

*Definition of a poison*

*Poison symbols Safety*

*around poison*

*How to be a good community member*

*Prevention of Lyme disease*

*Problem solving steps*

*Healthy personal habits and behaviors*

*Behaviors that would be considered child abuse*

***Students will be able to (do)...***

*Understand what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness).*

*Determine how parents, technology, culture, and the media influence their healthy decision making.*

*Understand that character impacts the way one feels and thinks about one's self and others.*

*Understand that peers have different physical abilities*

*Utilizes proper decision making leading to safe practices indoors and out (e.g. wear bike helmets, walk in the classroom, follow school and bus rules.)*

*Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors*

*Demonstrate how to communicate personal boundaries*

*Identify trusted adults that they can talk to about uncomfortable or dangerous situations.*

<b>Assessment Evidence:</b>	
<b>Performance Tasks:</b> Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards	<b>Other Assessment Measures</b> Quizzes/homework/teacher observation/projects
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>	
<b>Instructional Strategies and Activities</b>	Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills Eg. Bus Safety posters, roleplay, Busters and Booster, Mommy I can Learn myself videos, Frayers Bicycle safety Kid Safety project, photo board poison discussion project, jump a thon community service project kick off vide, personal habits poster, journal, home fire safety checklist, STOP/DROP/ROLL, school counselor guest speaker
<b>Resources</b>	
<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a> , <a href="https://www.state.nj.us/health/cd/topics/lyme.shtml">https://www.state.nj.us/health/cd/topics/lyme.shtml</a>	
<b>Suggested Time Frame:</b>	10 lessons

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

<b>Content Area:</b>	<b>Health</b>	<b>Grade(s) 1</b>
<b>Unit Plan Title:</b>	<b>Unit 4: Personal Growth &amp; Development/Nutrition</b>	
<b>Overview/Rationale</b>		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to self-care, nutrition, disease prevention and physical activity that will provide a foundation for a healthy lifestyle.		
<b>Core Idea(s)</b>		
<ul style="list-style-type: none"><li>• Individuals enjoy different activities and grow at different rates</li><li>• Personal hygiene and self-help skills promote healthy habits.</li><li>• Nutritious food choices promote wellness and are the basis for healthy eating habits.</li></ul>		

<b>Cumulative Progress Indicator(s) and Number(s) (Established Goals)</b>	
<p><b>2.1.2.PGD.1:</b> Explore how activity helps all human bodies stay healthy.</p> <p><b>2.1.2.PGD. 2:</b> Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p><b>2.1.2.PGD.3:</b> Explain what being “well” means and identify self-care practices that support wellness.</p> <p><b>2.2.2.N.1:</b> Explore different types of foods and food groups.</p> <p><b>2.2.2.N.2:</b> Explain why some foods are healthier to eat than others.</p> <p><b>2.2.2.N.3:</b> Differentiate between healthy and unhealthy eating habits.</p>	
<b>Technology Standard(s)</b>	
<b>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)</b>	
<b>Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)</b>	
Students will discover proper personal health habits such as hygiene, nutrition, prevention of disease. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.	
<b>Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)</b>	
<p>What are the self-care steps to follow to maintain a healthy body?</p> <p>What are signs and symptoms of illnesses and how can we prevent the spread of illness? What is nutrition?</p> <p>How do you classify foods into food groups using My Plate? How do you choose healthy foods using My Plate?</p> <p>What are major parts of the human body? What are the parts of the teeth?</p> <p>What steps do I need to follow to care for my teeth? Why is it important to take care of my teeth?</p> <p>What is the benefit of physical activity?</p>	
<b>Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)</b>	
<p><b><i>Students will know....</i></b></p> <p><i>Steps for personal hygiene and personal grooming skills</i></p> <p><i>Disease symptoms and prevention and spread</i></p> <p><i>Parts of the teeth, disease prevention, care of teeth</i></p> <p><i>The difference between unhealthy and healthy eating habits</i></p> <p><i>Parts of “My Plate”, food groups, how to choose healthy foods</i></p> <p><i>Parts of the body as related to physical activity</i></p>	<p><b><i>Students will be able to (do)...</i></b></p> <p><i>Explain how healthy habits and self-help skills support wellness. (i.e. personal hygiene, independence skills)</i></p> <p><i>Explain why some foods are healthier than others.</i></p> <p><i>Differentiate between healthy and unhealthy eating habits.</i></p> <p><i>Explain how participating in regular physical activity promotes overall personal wellness</i></p>

Assessment Evidence:	
<b>Performance Tasks:</b> Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards	<b>Other Assessment Measures</b> Quizzes/homework/teacher observation/projects
<b>Teaching and Learning Actions:</b> (What learning experiences and instruction will enable students to achieve the desired results?	
<b>Instructional Strategies and Activities</b>	Brainstorming, graphic organizer, posters, games, videos (extended activities) role playing, Teacher will model proper brushing of teeth using large brush and teeth models.
<b>Resources</b>	
My Plate games and materials, Geena's Tremendous Tooth Adventure, Tooth model and posters , Parts of a tooth worksheet, Steps to washing hands, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a> , <a href="http://www.choosemyplate.gov">http://www.choosemyplate.gov</a>	
<b>Suggested Time Frame:</b>	8 lessons

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

## **Grade 2 P.E.**

### **Introduction**

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for Health are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

### **Course Description**

The state requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical

education.

The standards provide a blueprint for curriculum development, instruction and assessment for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations.

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLS-CHPE mission and vision reflects this perspective:

**Mission:** All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills;
- Builds and maintains healthy relationships;
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues



## **Revised Standards 2020**

### **Framework for NJ Designed Standards**

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study within comprehensive health and physical education;
- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and
- Reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.

The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflect the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

### **New Jersey Student Learning Standards Career Readiness Life Literacies, and Key Skills Practices**

#### ***CRLKSP 1 Act as a responsible and contributing community member and employee.***

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

***CRLKSP 2 Attend to financial well-being.***

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRLKSP 4 Demonstrate creativity and innovation.***

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRLKSP 6 Model integrity, ethical leadership and effective management.***

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply

insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRLKSP 7 Plan education and career paths aligned to personal goals.***

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRLKSP 9 Work productively in teams while using cultural/global competence.***

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

## Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
<b>1- Physical Fitness</b>	<ul style="list-style-type: none"> <li>Students will be able to perform various exercises and warm – up activities to improve overall fitness. Students will discover how exercise, nutrition and a healthy lifestyle improve overall quality of life. Limited experience due to age will necessitate practice in many activities to master skill.</li> </ul>	<b>2.2.2.PF.1</b> <b>2.2.2.PF.2</b> <b>2.2.2.PF.3</b> <b>2.2.2.PF.4</b> <b>2.1.2.PGD.1</b>	<b>24 classes</b>
<b>2- Movement Skills &amp; Concepts</b>	<ul style="list-style-type: none"> <li>Students will be able to move in activity area and on playground safely. Perform locomotor movements individually and activities demonstrating spatial awareness and body awareness. Limited experience due to age, will necessitate practice in many activities to master skill</li> <li>Students will be able to perform various ball skills demonstrating proper hand and body position. Students will discover how these skills are basis for lifetime physical activities. Limited experience due to age will necessitate practice in many activities to master skill.</li> <li>Students will be able to move in activity area safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spatial awareness and body awareness. Limited experience due to age will necessitate practice in many activities to master skill.</li> </ul>	<b>2.2.2. MSC.1</b> <b>2.2.2. MSC.2</b> <b>2.2.2. MSC.3</b> <b>2.2.2. MSC.4</b> <b>2.2.2. MSC.5</b> <b>2.2.2. MSC.6</b> <b>2.2.2. MSC.7</b> <b>2.2.2. MSC.8</b>	<b>24 classes</b>
<b>3- Lifelong Fitness</b>	<ul style="list-style-type: none"> <li>Students will be able to move in activity area safely. Perform class skills learned in small group and large group games and activities. Activities will allow practice of skills learned and well as introduce students to lifetime activities. Limited experience due to age will necessitate practice in many activities to master skill.</li> </ul>	<b>2.2.2.LF.1</b> <b>2.2.2.LF.2</b> <b>2.2.2.LF.3</b> <b>2.2.2.LF.4</b>	<b>16 classes</b>

Content Area:	Physical Education	Grade(s) 2
Unit Plan Title:	Unit 1: Physical Fitness	
Overview/Rationale		
2.2 Physical Wellness Movement Skills and Concepts: The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities Purpose of this unit is to introduce students to fitness activities that students can use to improve overall fitness. Students will learn various exercises and routines and will demonstrate ability to perform safely. Students will understand the importance of physical exercise along with healthy habits.		
Core Idea(s)		
<ul style="list-style-type: none"><li>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</li></ul>		
Performance Expectations		
<b>2.2.2. PF.1:</b> Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). <b>2.2.2. PF.2:</b> Explore how to move different body parts in a controlled manner. <b>2.2.2. PF.3:</b> Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g. games, challenges, team building). <b>2.2.2. PF.4:</b> Demonstrate strategies and skills that enable team and group members to achieve goals.		
Enduring Understandings:		
<i>Students will be able to perform various exercises and warm –up activities.to improve overall fitness. Students will discover how exercise, nutrition and a healthy lifestyle improve overall quality of life. Limited experience due to age will necessitate practice in many activities to master skill.</i>		
Essential Question(s):		
Why do we exercise? What types of exercise will improve muscular strength? What types of exercise improve flexibility? What types of exercises will improve endurance? Why is choosing food with good nutritional value important? Why do we need to follow rules when exercising? What is a fitness goal and how can I achieve that goal? How can our family, friends and technology affect our decision to lead a healthy lifestyle?		

Student Learning Goals/Objectives:	
<p><b>Students will know....</b></p> <p>What exercise is and why it is beneficial?</p> <p>How various exercises are beneficial to our bodies?</p> <p>How can we make healthy food choices?</p> <p>How to improve muscular strength, flexibility and endurance?</p> <p>How people and information in the world we live affect our health?</p> <p>How can our feelings affect our health?</p>	<p><b>Students will be able to (do)...</b></p> <p>Describe how outside factors influence decision making in regards to setting a fitness goal.</p> <p>Develop a fitness goal and monitor how it might affect one's overall wellness</p> <p>Demonstrate basic activity and safety rules while engaging in moderate to vigorous age appropriate physical activity</p> <p>Determine why making healthier food choices influences long term wellness goals</p> <p>Determine how participation in regular physical activity may help to prevent common health conditions (diabetes, high blood pressure, etc.)</p>
Assessment Evidence:	
<p><b>Performance Tasks:</b></p> <p>Ability to follow rules, classroom activities, individual, partner and group activities.</p>	<p><b>Other Assessment Measures:</b></p> <p>Teacher observation, participation, skill grade</p>
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)	
<p><i>Instructional Strategies and Activities</i></p> <p>D</p>	<p>Various exercises- jumping jacks, sit-ups, toe-touches, push-up, upper body strength activities, jump rope...high energy warm-up activities to raise heart rate, Presidential Physical Fitness Program</p>
Resources	
<p>"The First Six Minutes " by Hal Cramer, "Hooked on Fitness" by James Harrison, "PE2 the Max" by J.D. Hughes, "No Standing Around in My Gym" by J.D. Hughes, <a href="http://pyfp.org">http://pyfp.org</a></p>	
<p>Suggested Time Frame:</p>	<p>24 classes</p>

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Physical Education	Grade(s) 2
Unit Plan Title:	Unit 2: Movement Skills & Concepts	
Overview/Rationale		
Purpose of this unit is to introduce students to activities that will improve eye -hand coordination and fine motor skills. Students will perform ball skills and striking skills. Students will demonstrate ability to perform safely. In addition students will develop gross and fine motor skills, locomotor and non-locomotor skill along with spatial and self -awareness. Students will learn skills that improve flexibility and strength building. Students will learn movement skills and demonstrate ability to perform safely along with understanding the importance of physical exercise.		
Core Idea(s)		
<ul style="list-style-type: none"><li>• The body move with confidence in a variety of age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</li><li>• Feedback impacts and improves the learning of movement skills and concepts.</li><li>• Teamwork consists of effective communication and respect among class and team members.</li></ul>		
Performance Expectations		
<b>2.2.2. MSC.1:</b> Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).		
<b>2.2.2. MSC.2:</b> Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).		
<b>2.2.2. MSC.3:</b> Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.		
<b>2.2.2. MSC.4:</b> Differentiate manipulative movements (e.g., throwing, catching, dribbling)		
<b>2.2.2. MSC.5:</b> Adjust and correct movements and skill in response to feedback		
<b>2.2.2. MSC.6:</b> Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.		
<b>2.2.2. MSC.7:</b> Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.		
<b>2.2.2. MSC.8:</b> Explain the difference between offense and defense.		
Enduring Understandings:		
Students will be able to perform various ball skills demonstrating proper hand and body position. Students will discover how these skills are basis for lifetime physical activities. Limited experience due to age will necessitate practice in many activities to master skill.		
Students will be able to move in activity area and on playground safely. Perform locomotor movements individually and activities demonstrating spatial awareness and body awareness. Limited experience due to age will necessitate practice in many activities to master skill.		
Students will be able to move in activity area safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spatial awareness and body awareness. Limited experience due to age will necessitate practice in many activities to master skill.		

**Essential Question(s) :**

How can you kick a ball effectively?  
How do you underhand throw a ball correctly?  
How do you overhand throw a ball correctly?  
How do you strike a ball with an object correctly?  
How do you roll a ball correctly?  
How do you bounce a ball correctly?  
How do you dribble a ball?  
How do you strike a stationary and moving ball with a bat?  
How do you strike a moving ball with a racket?  
How do you perform volleyball set, bump, serve correctly?  
What are rules to follow to participate in class and on playground safely?  
What are the skills needed to perform locomotor movements?  
How can you move at different levels changing speed, force, rhythm creatively? How can you perform motor skills in a sequence?  
How can you perform a dance individually and with a partner or small group?  
How can you move at different levels changing speed, force, rhythm?  
How can balance and move effectively on apparatus?  
What are the skills to play different type tag games?  
How can the body move and bend in different ways and improve fitness?

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will know....***

*How to kick and dribble a soccer ball.*

*How to underhand, overhand and roll a ball to a partner accurately. How to strike a stationary and moving object.*

*How to shoot a ball at a target.*

*How to maintain balance while performing activities.*

*How to perform individual skill games using various ball skills.*

*How to use playground apparatus. How to jump rope*

***Students will be able to (do)...***

*Demonstrate manipulative skills (kicking, striking, and bouncing) with increased mastery during skill practice, games, and other physical activities.*

*Explain and demonstrate how objects (ball, beanbags, hula- hoops) should be used in practice, games, and other physical activity in a safe manner*

*Demonstrate the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, striking*



<p><i>How to perform various locomotor skills</i></p> <p><i>How to incorporate these movement skills in various activities.</i></p> <p><i>How to play tag games.</i></p> <p><i>How to perform basic gymnastic rolls and stunts</i></p> <p><i>How to move at different rates of speed and force and levels to music</i></p> <p><i>How to perform basic Yoga moves</i></p>	<p><i>Utilize refined gross motor skills in an applied setting Understand basic gross motor skills leads to the foundation for regular physical activity.</i></p> <p><i>Corrects movement in response to feedback provided by both teachers and peers.</i></p> <p><i>Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo, beat, rhythm, and musical style.</i></p> <p><i>Demonstrate movement in self- space (stationary) at different levels, directions, and ranges while correcting movement errors in response to teacher feedback.</i></p> <p><i>Explain the role that non-locomotor skills (e.g. twisting, bending, stretching, and curling) play in regular physical activity in relation to personal health.</i></p>
<b>Assessment Evidence:</b>	
<p><b>Performance Tasks:</b></p> <p><i>Ability to follow rules, classroom activities, individual, partner and group activities.</i></p>	<p><b>Other Assessment Measures:</b></p> <p><i>Teacher observation, participation, skill grade</i></p>
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>	
<p><i>Instructional Strategies and Activities</i></p> <p><i>D</i></p>	<p>Throwing, catching, rolling, and kicking individually and with partners. Beanbag skills and activities. Partner and small group games incorporating skills. Ring Toss, Bowling, Division Ball, T-ball batting, tennis, beach balls, Lead up games, Various exercises- jumping jacks, sit-ups, toe-touches, push-up, upper body strength activities, jump rope...high energy warm-up activities to raise heart rate, Presidential Physical Fitness Program, Moving to beat of drum and music independently, tag games using various manipulatives, scooter activities, gymnastic mats rolls and balance activities, Yoga</p>
<b>Resources</b>	
<p>"What are we Doing in Gym Today" By Kenneth Tillman and Patricia Rizzo Toner, "You'll Never Guess What We did In Gym Today" by Kenneth Tillman and Patricia Rizzo Toner , Beanbag Fun Record, "A Teachers Guide to Elementary School Physical Education"., "Lead-up Games to Team Sports "by William Blake/Ann Volp, Ready to Use Pre-Sport Skills", The First Six Minutes " by Hal Cramer, "Hooked on Fitness" by James Harrison, "PE2 the Max" by J.D. Hughes, "No Standing Around in My Gym" by J.D. Hughes, <a href="http://pyfp.org">http://pyfp.org</a>, "Rhythmic Activities and Dance",</p>	

"PE Activities for Grade K-2" by Joanne Landy and Maxwell Landy, "A Teachers Guide to Elementary School Physical Education", "PE Activities for Grade K-2" by Joanne Landy and Maxwell Landy

Suggested Time Frame: 24 classes

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Physical Education	Grade(s) 2
Unit Plan Title:	Unit 3: Lifetime/Cooperative Activities	
Overview/Rationale		
Purpose of this unit is to introduce students to activities that utilize the basic skills taught in class allowing for practice as well as discovery of activities that can be continued into adulthood. Students will learn games and activities which allow for cooperative and competitive interaction. Students will demonstrate ability to perform safely along with understanding the importance of physical exercise.		
Core Idea(s)		
<ul style="list-style-type: none"><li>Exploring wellness components provide a foundational experience of physical movement activities.</li><li>Personal and community resources can support physical activity.</li></ul>		
Performance Expectations		
<p><b>2.2.2. LF.1:</b> Express one’s feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p><b>2.2.2. LF.2:</b> Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf, fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</p> <p><b>2.2.2. LF.3:</b> Explore the body’s range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p><b>2.2.2. LF.5 :</b> Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>		
Enduring Understandings:		
<i>Students will be able to move in activity area safely. Perform class skills learned in small group and large group games and activities. Activities will allow practice of skills learned and well as introduce students to lifetime activities. Limited experience due to age, will necessitate practice in many activities to master skill.</i>		

<b>Essential Question(s):</b>	
<p>How do you perform soccer dribbling skills and passing skills correctly during soccer game?</p> <p>What is offense and defense?</p> <p>How do you perform underhand and overhand throwing and catching skills correctly?</p> <p>How do you perform rolling skills correctly?</p> <p>How can you kick a ball effectively?</p> <p>How do you perform basketball dribbling, shooting and passing skills correctly?</p> <p>How do you perform t-ball skills correctly?</p> <p>How can you perform jump rope in a community service project?</p> <p>How can we demonstrate endurance, agility, strength, flexibility and coordination during relays?</p>	
<b>In this unit plan, the following Career Ready Practices are addressed:</b>	
<b>Student Learning Goals/Objectives:</b>	
<p><b><i>Students will know....</i></b></p> <p><i>How to play soccer game</i></p> <p><i>How to play a basketball game</i></p> <p><i>How to perform ball skills in game situation</i></p> <p><i>How to strike stationary object in t-ball game</i></p> <p><i>How to strike a moving object in modified baseball game</i></p> <p><i>Perform various relay activities in cooperative activities</i></p> <p><i>The importance of a community service project</i></p>	<p><b><i>Students will be able to (do)...</i></b></p> <p><i>Independently transition from offensive to defensive effectively during games or recreational activities.</i></p> <p><i>Determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities</i></p> <p><i>Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal.</i></p>
<b>Assessment Evidence:</b>	
<p><b><i>Performance Tasks:</i></b></p> <p><i>Ability to follow rules, classroom activities, individual, partner and group activities.</i></p>	<p><b><i>Other Assessment Measures:</i></b></p> <p><i>Teacher observation, participation, skill grade</i></p>
<b><i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i></b>	
<p><b><i>Instructional Strategies and Activities</i></b></p> <p><b><i>D</i></b></p>	<p>Soccer, Basketball, T-ball skills during games( soccer, basketball, t-ball, tennis baseball), relays field day activities, ball skills throwing, catching, tossing , rolling in games( bowling, ring toss, division ball) Kick ball, tag games with ball skills, Jump a thon community service</p>

Resources	
Lead-up Games to Team Sports “by William Blake/Ann Volp, “What are we Doing in Gym Today” By Kenneth Tillman and Patricia Rizzo Toner, “You’ll Never Guess What We did In Gym Today” by Kenneth Tillman and Patricia Rizzo Toner, ”, “Ready to Use Pre-Sport Skills, No Standing Around in My Gym” by J.D. Hughes, “Elementary Teachers’ Handbook of Indoor and Outdoor Games” Art Kamiya, “Chicken and Noodle Games	
Suggested Time Frame:	16 classes

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

## **Grade 2 Health**

### **Introduction**

This document serves to meet all requirements of curriculum as per the Middle Township Board of Education and the New Jersey Department of Education and will serve as a guide for lesson planning. Units within the curricular framework for Health are designed to be taught in the order in which they are presented. Within the units, the teachers have flexibility of what order to present the standards.

### **Course Description**

The state requires that all students participate in a comprehensive, sequential health and physical education program that emphasizes the natural interdisciplinary connection among wellness, health and physical education. The standards provide a blueprint for curriculum development, instruction and assessment for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence life-long healthy behaviors within the context of self, family, school and the local and global communities. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations.

Health literacy is an integral component of 21st century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

***Mission:*** Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.

***Vision:*** A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
  
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

## **Revised Standards 2020**

### **Framework for NJ Designed Standards**

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;

- establish meaningful connections among the major areas of study within comprehensive health and physical education;
- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and
- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.

The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflect the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

### **New Jersey Student Learning Standards Career Readiness Life Literacies, and Key Skills Practices**

#### ***CRLKSP 1 Act as a responsible and contributing community member and employee.***

Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### ***CRLKSP 2 Attend to financial well-being.***

Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

***CRLKSP 3 Consider the environmental, social and economic impacts of decisions.***

Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

***CRLKSP 4 Demonstrate creativity and innovation.***

Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

***CRLKSP 5 Utilize critical thinking to make sense of problems and persevere in solving them.***

Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

***CRLKSP 6 Model integrity, ethical leadership and effective management.***

Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

***CRLKSP 7 Plan education and career paths aligned to personal goals.***

Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

***CRLKSP 8 Use technology to enhance productivity, increase collaboration and communicate effectively.***

Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

***CRLKSP 9 Work productively in teams while using cultural/global competence.***

Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.



### Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
<b>1- Emotional Health/Community Health Services</b>	<ul style="list-style-type: none"> <li>Students will define community service. Students will define peer-pressure and will explore their own self esteem. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.</li> </ul>	2.1.2.E.H.1 2.1.2.E.H.2 2.1.2.E.H.3 2.1.2.E.H.4 2.1.2.E.H.5 2.1.2.C.H.S.S.1 2.1.2.C.H.S.S.2 2.1.2.C.H.S.S.3 2.1.2.C.H.S.S.4	<b>10 weeks</b>
<b>2- Alcohol, Tobacco, and other Drugs/Dependency, Substances Disorder &amp; Treatment</b>	<ul style="list-style-type: none"> <li>Students will discover definition of drugs. Students will be able to identify types of drugs and positive and negative use of drugs. Limited experience due to age will necessitate foundation to be taught for students to understand dangers of drugs and refusal skills.</li> </ul>	2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3 2.3.2.DSDT.1 2.3.2.DSDT.2	<b>10 weeks</b>
<b>3-Personal Safety/Health Conditions, Diseases, &amp; Medicines</b>	<ul style="list-style-type: none"> <li>Students will discover safety rules to follow relating to bus, seatbelt, pedestrian, home, fire, bike, poisons, Lyme disease and strangers. Students will define community service. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age, will necessitate foundation to be taught for students to understand necessity of good habits</li> </ul>	2.3.2.PS.1 2.3.2.PS.2 2.3.2.PS.3 2.3.2.PS.4 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7 2.3.2.PS.8	<b>10 Lessons</b>

<b>4- Personal Growth &amp; Development / Nutrition</b>	<ul style="list-style-type: none"> <li>Students will discover proper personal health habits such as hygiene, nutrition, prevention of disease. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age, will necessitate foundation to be taught for students to understand necessity of good habits.</li> </ul>	2.1.2.P.G.D.1 2.1.2.P.G.D.2 2.1.2.P.G.D.3 2.1.2.P.G.D.4 2.1.2.P.G.D.5 2.2.2.N.1 2.2.2.N.2 2.2.2.N.3	<b>8 Lessons</b>
<b>5- Social &amp; Sexual Health</b>	<ul style="list-style-type: none"> <li>Students will discover that there are many variables that constitute a family. Students will examine roles of family members and how they differ. Students will define what it means to be unique and how to appropriately deal with feelings and problems. Limited experience due to age will necessitate foundation to be taught for students to understand family dynamics, differences, roles and problem solving.</li> </ul>	2.1.2.PP.1 2.1.2.PP.2 2.1.2.SSH.1 2.1.2.SSH.2 2.1.2.SSH.3 2.1.2.SSH.4 2.1.2.SSH.5 2.1.2.SSH.6 2.1.2.SSH.7 2.1.2.SSH.8 2.1.2.SSH.9	<b>8 Lessons</b>

Content Area:	Health	Grade(s) 2
Unit Plan Title:	Unit 1: Emotional Health/Community Health Services	
Overview/Rationale		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to personal safety and emotional wellbeing. Topics explored will provide a foundation for a healthy lifestyle.		
Core Idea(s)		
<ul style="list-style-type: none"><li>• Many factors influence how we think about ourselves and others</li><li>• There are different ways that individuals handle stress, and some are healthier than others.</li><li>• People in the community work to keep us safe.</li><li>• Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</li><li>•</li></ul>		
Performance Expectations		
2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations. 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals. 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared. 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
Students will discover what it means to be a member of the community. Students will define community service. Students will explore different ways to be safe in the community and at school. In addition, students will identify different emotions and healthy coping strategies to deal with stressful situations. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.		

**Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)**

What does it mean to be a member of a community and what is community service?  
What are different ways to express needs, wants, and feelings?  
What are the advantages of thinking before acting? How do those decisions impact the health of you and others?  
How might participating in school service activities enhance character?  
What are different ways people show emotions?  
What are healthy coping strategies to deal with stressful situations?  
What are ways to demonstrate self-control?  
What sources are available when feeling ill, sad, lonely, or bullied?  
Where can you access home, school and community health professionals?

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

**Students will know....**

*The definition of character*  
*Good character traits*  
*How to be a good community member*  
*Problem solving steps*  
*Health and support services available to them in school*  
*How to be safe in the community*  
*Where to access home, school and community health professionals.*  
*What it means to be a good friend*  
*Positive character traits*  
*The definition of responsibility*  
*Safety procedures on the playground*  
*Healthy ways to cope with stress*  
*How to dial 911*

**Students will be able to (do)...**

*Practice safety procedures on the playground*  
*Express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).*  
*Explain why it is advantageous to think before acting and how those decisions impact the health of you and others.*  
*Explain how certain character traits (respect, responsibility, trustworthiness, honesty, kindness, compassion) impact the way one feels, thinks and acts towards themselves and others.*  
*Explain how character may be enhanced by participating in school service activities.*  
*Explain healthy ways of coping with common stressful situations experienced by children*  
*Brainstorm situations in which they are feeling sad, angry, frustrated, or scared and list healthy coping strategies to deal with each feeling*  
*Identify situations in which they may need help and discuss who they would turn to for help.*

		<p>List the sources of help available to them when they are feeling ill, sad, lonely, or bullied (example of possible answers: teacher, parent, nurse, doctor, school counselors, principal)</p> <p>list of community helpers and health care workers and discuss their contributions to the community</p>
<b>Assessment Evidence:</b>		
<b>Performance Tasks:</b> Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards		<b>Other Assessment Measures:</b> Quizzes/homework/teacher observation/projects
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>		
<b>Instructional Strategies and Activities</b>  D	Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills Eg Bus Safety posters, roleplay, Kids Safe video, Frayers Bicycle safety, Fire safety , swimming safety Kid Safety project, Miranda’s home/danger, Book -Poisons Make us Sick, poison discussion project, You Can Choose Being Friends, jump a thon community service project, Tick video,	
<b>Resources</b>  <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a>		
<b>Suggested Time Frame:</b>	10 weeks	

D – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Health	Grade(s) 2
Unit Plan Title:	Unit 2: Alcohol, Tobacco and Other Drugs/Dependency, Substances Disorder & Treatment	
Overview/Rationale		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to drugs and medicines.		
Core Idea(s)		
<ul style="list-style-type: none"><li>• The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</li><li>• Substance abuse is caused by a variety of factors.</li><li>• There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</li></ul>		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
<b>2.3.2.ATD.1:</b> Explain what medicines are, how they are used, and the importance of utilizing medications properly.		
<b>2.3.2.ATD.2:</b> Identify ways in which drugs, including some medicines, can be harmful.		
<b>2.3.2.ATD.3:</b> Explain effects of tobacco use on personal hygiene, health, and safety.		
<b>2.3.2.DSDT.1:</b> Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.		
<b>2.3.2.DSDT.2:</b> Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.		
Technology Standard(s)		
<b>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)</b>		
Enduring Understandings:		
Students will discover definition of drugs. Students will be able to identify types of drugs and positive and negative use of drugs. Students will define peer-pressure and will explore their own self esteem. Limited experience due to age will necessitate foundation to be taught for students to understand dangers of drugs and refusal skills.		
Essential Question(s):		
What is a drug?		
What are the rules to follow for safe use of medicine?		
What are the physical effects of smoking, alcohol and other drugs?		
Why do people start smoking and what are positive alternatives of smoking?		
What is alcoholism and what are the effects of alcoholism?		
What is the treatment for alcoholism?		
What are effects of chemical dependency?		
What are ways to avoid peer pressure?		

<b>Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)</b>	
<b>Students will know....</b> <i>Definition of a drug</i> <i>Safe use of medicines</i> <i>Definition alcohol and alcoholism</i> <i>Resources available for chemical dependency</i> <i>Dangers and effects of smoking</i> <i>Positive decision making skills concerning drugs, medicines and alcohol</i> <i>Refusal skills</i>	<b>Students will be able to (do)...</b> <i>Describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs</i> <i>Describe why medicines should be administered by a trusted adult</i> <i>Demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused</i> <i>Determine what substances should never be inhaled and explain why</i> <i>Understand that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determine where/how community health professionals can be accessed</i>
<b>Assessment Evidence:</b>	
<b>Performance Tasks:</b> <i>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</i>	<b>Other Assessment Measures:</b> <i>Quizzes/homework/teacher observation/projects</i>
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>	
<b>Instructional Strategies and Activities</b> <i>D</i>	<i>Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills Eg. Miranda’s Story, Tune for Tippy Alcoholism video, posters, photo board, Amos &amp; Boris book, Great American Smoke out and handout</i>
<b>Resources</b>	
<a href="http://www.heart.org">www.heart.org</a> , <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/healthlessons">https://www.pinterest.com/explore/healthlessons</a> , <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , Video: Danger Rangers: Medicine Mix Up (5:08-8:35) <a href="http://www.youtube.com/watch?v=cXEArY MHtLk">http://www.youtube.com/watch?v=cXEArY MHtLk</a> , <a href="https://www.state.nj.us/health/cd/topics/lyme.shtml">https://www.state.nj.us/health/cd/topics/lyme.shtml</a>	
<b>Suggested Time Frame:</b>	10 lessons

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Health	Grade(s) 2
Unit Plan Title:	Unit 3: Personal Safety/ Health Conditions Diseases & Medicines	
Overview/Rationale		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to personal safety and emotional wellbeing. Topics explored will provide a foundation for a healthy lifestyle.		
Core Idea(s)		
<ul style="list-style-type: none"><li>• The environment can impact personal health and safety in different ways.</li><li>• Potential hazards exist in personal space, in the school, in the community, and globally.</li><li>• Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</li><li>• People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy</li></ul>		
Performance Expectations		
<p><b>2.3.2.PS.1:</b> Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p><b>2.3.2.PS.2:</b> Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p><b>2.3.2. PS.3:</b> Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p><b>2.3.2. PS.4:</b> Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p><b>2.3.2.PS.5:</b> Define bodily autonomy and personal boundaries.</p> <p><b>2.3.2.PS.6:</b> Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</p> <p><b>2.3.2.PS.7:</b> Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p> <p><b>2.3.2.PS.8:</b> Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</p> <p><b>2.3.2.HCDM.1:</b> Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.</p> <p><b>2.3.2.HCDM.2:</b> Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p> <p><b>2.3.2.HCDM.3:</b> Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p>		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		



**Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)**

Students will discover safety rules to follow relating to bus, seatbelt, pedestrian, home, fire, bike, poisons, Lyme disease and strangers. Students will define community service. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age, will necessitate foundation to be taught for students to understand necessity of good habits

**Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)**

What are the rules to follow while riding the school bus?  
What are the rules to follow for pedestrian, traffic, car, animal, home and fire safety?  
What are the rules to follow around strangers  
What is a poison and how can we stay safe from poisons?  
What are steps to follow when dealing with poison emergency?  
What is Lyme disease and what are the steps to prevention?  
What does it mean to be a member of a community and what is community service?

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)**

***Students will know....***

*Bus safety rules  
Pedestrian, home, water, animal, and fire safety  
Safe practice for dealing with strangers  
Good and bad touch  
Car safety rules  
Definition of a poison  
Poison symbols  
Safety around poison  
What it means to have a disability  
How to be a good community member  
Prevention of Lyme disease  
Problem solving steps  
How to make others feel included*

***Students will be able to (do)...***

*Express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).  
Explain why it is advantageous to think before acting and how those decisions impact the health of you and others.  
Explain how certain character traits (respect, responsibility, trustworthiness, honesty, kindness, compassion) impact the way one feels, thinks and acts towards themselves and others.  
Explain how character may be enhanced by participating in school service activities.  
Demonstrate appropriate behavior when interacting with people with disabilities.  
Identify ways to keep one safe at home, school and in the community to prevent injury. (e.g. fire safety, poison safety, accident prevention, pedestrian, bicycle and traffic safety, and rip current safety  
Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches  
Explain healthy ways of coping with common stressful situations experienced by children*

<b>Assessment Evidence:</b>	
<b>Performance Tasks:</b> <i>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</i>	<b>Other Assessment Measures:</b> <i>Quizzes/homework/teacher observation/projects</i>
<b>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</b>	
<b>Instructional Strategies and Activities</b>  <i>D</i>	<i>Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills Eg Bus Safety posters, roleplay, Kids Safe video, Frayers Bicycle safety, Fire safety , swimming safety Kid Safety project, Miranda’s home/danger, Book -Poisons Make us Sick, poison discussion project, You Can Choose Being Friends, jump a thon community service project, Tick video,</i>
<b>Resources</b>	
<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a>	
<b>Suggested Time Frame:</b>	10 weeks

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Health	Grade(s) 2
Unit Plan Title:	Unit 4: Personal Growth & Development/Nutrition	
Overview/Rationale		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to self-care, nutrition, disease prevention and physical activity that will provide a foundation for a healthy lifestyle.		
Core Idea(s)		
<ul style="list-style-type: none"><li>• Individuals enjoy different activities and grow at different rates.</li><li>• Personal hygiene and self-help skills promote healthy habits.</li><li>• Nutritious food choices promote wellness and are the basis for healthy eating habits.</li><li>• </li></ul>		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
<p><b>2.1.2.PGD.1:</b> Explore how activity helps all human bodies stay healthy.</p> <p><b>2.1.2.PGD. 2:</b> Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p><b>2.1.2.PGD.3:</b> Explain what being “well” means and identify self-care practices that support wellness.</p> <p><b>2.1.2.PGD.4:</b> Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p><b>2.1.2.PGD.5:</b> List medically accurate names for body parts, including the genitals.</p> <p><b>* Will be covered at the end of the school year in June for 2<sup>nd</sup> graders.</b></p> <p><b>2.2.2.N.1:</b> Explore different types of foods and food groups.</p> <p><b>2.2.2.N.2:</b> Explain why some foods are healthier to eat than others.</p> <p><b>2.2.2.N.3:</b> Differentiate between healthy and unhealthy eating habits.</p>		
Technology Standard(s)		
<b>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)</b>		
Enduring Understandings:		
Students will discover proper personal health habits such as hygiene, nutrition, prevention of disease. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.		

**Essential Question(s):**

What are the self-care steps to follow to maintain a healthy body?  
What are signs and symptoms of illnesses and how can we prevent the spread of illness?  
What are universal precautions?  
How do are feelings affect our health?  
What is nutrition?  
How do you classify foods into food groups using My Plate?  
How do you choose healthy foods using My Plate?  
What is a food label and why is it important?  
What are major parts of the human body and their function?  
What are the parts of the teeth?  
What steps do I need to follow to care for my teeth?  
Why is it important to take care of my teeth?  
What is the benefit of physical activity?

**Student Learning Goals/Objectives: (What key knowledge and skills will students acquire as a result of this unit? What should they eventually be able to do as a result of such knowledge and skill?)*****Students will know....***

*Steps for personal hygiene and personal grooming skills*  
*Parts of the teeth, disease prevention, care of teeth*  
*Disease symptoms and prevention and spread*  
*Universal Precautions*  
*Correlation between emotional and physical health*  
*Parts of the body as related to physical activity*  
*Major internal organs and their function*  
*Parts of “My Plate”, food groups, how to*  
*choose healthy foods, meaning of nutrition*  
*labels*

***Students will be able to (do)...***

*Explain how healthy habits and self-help skills support wellness.*  
*(i.e. personal hygiene, independence skills)*  
*Identify symptoms and demonstrate strategies to prevent the*  
*spread of disease and health conditions*  
*Identify how feelings and actions can affect personal wellness*  
*Identify body parts (i.e. heart, lungs, legs etc.) using correct*  
*terminology*  
*Explain how participating in regular physical activity promotes*  
*overall personal wellness physical activity*  
*Explain which foods from My Plate are healthier and why they*  
*contain more nutritional value through identifying information*  
*on nutritional labels*

<b>Assessment Evidence:</b>	
<b>Performance Tasks:</b> <i>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</i>	<b>Other Assessment Measures:</b> <i>Quizzes/homework/teacher observation/projects</i>
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities</i>  <i>D</i>	<i>Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing</i>
<b>Resources</b>	
My Plate games and materials, Cool to Care About Your Smile, Tooth model and posters , <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="http://www.choosemyplate.gov">http://www.choosemyplate.gov</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a>	
<b>Suggested Time Frame:</b>	8 lessons

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)

Content Area:	Health	Grade(s)2
Unit Plan Title:	Unit 5: Social & Sexual Health/Pregnancy & Parenting	
Overview/Rationale		
Purpose of this unit is to introduce students to different family units, gender similarities and how to develop a healthy family lifestyle.		
Core Idea(s)		
<ul style="list-style-type: none"><li>• All living things may have the capacity to reproduce.</li><li>• Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</li><li>• Families shape the way we think about our bodies, our health and our behaviors.</li><li>• People have relationships with others in the local community and beyond.</li><li>• Communication is the basis for strengthening relationships and resolving conflict between people.</li><li>• Conflicts between people occur, and there are effective ways to resolve them.</li></ul>		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
<b>2.1.2.PP.1: Define reproduction.</b> <b>*Will be covered in June at the end of the school year in 2<sup>nd</sup> grade.</b> <b>2.1.2.PP.2:</b> Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). <b>2.1.2.SSH.1:</b> Discuss how individuals make their own choices about how to express themselves. <b>2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</b> <b>*Will be covered in June at the end of the school year in 2<sup>nd</sup> grade.</b> <b>2.1.2.SSH.3:</b> Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. <b>2.1.2.SSH.4:</b> Determine the factors that contribute to healthy relationships within a family. <b>2.1.2.SSH.5:</b> Identify basic social needs of all people. <b>2.1.2.SSH.6:</b> Determine the factors that contribute to healthy relationships. <b>2.1.2.SSH.7:</b> Explain healthy ways for friends to express feelings for and to one another. <b>2.1.2.SSH.8:</b> Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). <b>2.1.2.SSH.9:</b> Define bullying and teasing and explain why they are wrong and harmful.		
Technology Standard(s)		
<b>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)</b>		

<b>Enduring Understandings:</b>	
Students will discover that there are many variables that constitute a family. Students will examine roles of family members and how they differ. Students will name basic difference between genders. Students will define what it means to be unique and how to appropriately deal with feelings and problems. Limited experience due to age will necessitate foundation to be taught for students to understand family dynamics, differences, roles and problem solving.	
<b>Essential Question(s):</b>	
What is a family? What roles do people have in a family? What are the major differences between genders? What does it mean to be unique and what characteristics make someone unique? What are feelings? What are appropriate ways to deal with feelings? What are the qualities of a good friend? How can you make others feel included? What are the steps to follow to solve a problem?	
<b>Student Learning Goals/Objectives:</b>	
<b><i>Students will know....</i></b> <i>Definition of a family and roles of various family members and responsibilities</i> <i>Definition of Unique and personal qualities that make them unique</i> <i>Why being unique deserves special care</i> <i>Definition of feelings</i> <i>How to appropriately deal with feeling</i> <i>List qualities of a good friend</i> <i>Steps to solve a problem</i> <i>How to make others feel included</i>	<b><i>Students will be able to (do)...</i></b> Determine when a decision influences the health of oneself or other family members Identify different types of families and distinguish responsibilities family members may assume Identify how making decisions can impact healthy relationships Describe the physical similarities and differences of the genders
<b>Assessment Evidence:</b>	
<b><i>Performance Tasks:</i></b> <i>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</i>	<b>Other Assessment Measures</b> <i>Quizzes/homework/teacher observation/projects</i>

<i>Teaching and Learning Actions:</i>	
<i>Instructional Strategies and Activities</i> <i>D</i>	<i>Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing problem solving, storytelling</i> <i>Eg. Gertrude’s tale story and poem, All About Me project, All About Me video, Me and the Monsters problem solving activity, Rosie and Michael book and Friend activity sheet</i>
Resources	
<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.pecentral.org">http://www.pecentral.org</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="http://www.learntobehealthy.org/kids/">http://www.learntobehealthy.org/kids/</a> , <a href="https://www.youtube.com/watch?v=7y_TUJy2TY8">https://www.youtube.com/watch?v=7y_TUJy2TY8</a> (body parts song), <a href="https://www.youtube.com/watch?v=N2pUxxM8W3g">https://www.youtube.com/watch?v=N2pUxxM8W3g</a> (moving body parts song), <a href="https://www.youtube.com/watch?v=cyVzjoj96vs">https://www.youtube.com/watch?v=cyVzjoj96vs</a> (what I am),	
Suggested Time Frame:	8 weeks

*D* – Indicates differentiation at the Lesson Level (Identify Modifications for ELL, Gifted and Talented, Title 1, Special Education)