



KINDERGARTEN, 1ST AND 2ND GRADE PHYSICAL EDUCATION AND HEALTH CURRICULUM

Middle Township Public School
216 S. Main Street
Cape May Court House, NJ 08210

Born On Date: February 15, 2018

Table of Contents

Acknowledgements	2
Introduction.....	3
Course Description.....	3-4
Pacing Guide	5
Unit Plans.....	6-23
Unit 1-Movement Education	6-8
Unit 2-Wellness.....	9-12
Unit 3-Manipulative	13-16
Unit 4- Movement Locomotor	17-19
Unit 5- Lifetime/Cooperative Activities	20-23
Curriculum Map.....	22-29

Acknowledgements

Dr. David Salvo	Superintendent
Dr. Toni Lehman	Director of Curriculum and Instruction
Christian Paskalides	Principal, Middle Township Elementary #1

P.E. Curriculum Work Committee

Christine McMullen

Curriculum Formatting and Compilation

Sharon Rementer

Pamela Shute

Victoria Villano-Tirado

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.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
1- Movement Education/Rhythm	•		
2- Wellness	<ul style="list-style-type: none"> 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. 	2.6.2.A.1 2.6.2.A.2 2.1.2.A.1 2.1.2.B.1 2.2.2.B.2 2.5.2.C.2	7 classes
3- Manipulative Skills	<ul style="list-style-type: none"> 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. 	2.5.P.A.3 2.5.2.A.2 2.5.2.C.2	7 classes
4- Movement Locomotor/Nonlocomotor Skills	<ul style="list-style-type: none"> Students will be able to move in activity area safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spacial awareness and body awareness. Limited experience due to age, will necessitate practice in many activities to master skill. 	2.5.P.A.1 2.5.2.A.2 2.5.2.A.4 2.5.2.C.2	7 classes
5- Lifetime/Cooperative Activities	<ul style="list-style-type: none"> 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. 	2.5.2.A.1 2.5.2.B.1 2.5.2.B.2 2.5.2.C.1 2.5.2.C.2	8 classes

Content Area:	Physical Education	Grade(s) K
Unit Plan Title:	Wellness	
Overview/Rationale		
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.		
Standard(s)/Strands		
2.6.2.A Appropriate types and amounts of physical activity enhance personal health . 2.1.2.A Health-enhancing behaviors contribute to wellness 2.2.2.B Effective decision-making skills foster healthier lifestyle choices 2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.6.2.A.1 Explain the role of regular physical activity in relation to personal health. 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.B.1 Explain why some foods are healthier to eat than others. 2.2.2.B.2 Relate decision-making by self and others to one’s health. 2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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.

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

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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy	E, T		Creativity and Innovation
	x	Health Literacy	E, T, A		Collaboration, Teamwork and Leadership
		Civic Literacy	E		Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills

	E, T	CRP3. Attend to personal health and financial well-being
	E, T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
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?)		
<i>Students will know....</i> <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>Students will be able to (do)...</i> Explain how one's decisions to be active can have a direct impact on the way they feel. Explain how regular physical activity contributes to being "well" Identify the basic safety rules that should be applied when participating in any movement activity Identify foods that promote a healthy lifestyle.
Assessment Evidence:		
<i>Performance Tasks:</i> <i>Ability to follow rules, classroom activities, individual, partner and group activities.</i>		<i>Other Assessment Measures:</i> Teacher observation, participation, skill grade
<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>	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
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	
Suggested Time Frame:	7 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:	Manipulative Skills	
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.		
Standard(s)/Strands		
2.5.P.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. 2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. 2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 2.6.2.A Appropriate types and amounts of physical activity enhance personal health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.P.A.3* Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons) 2.5.2.A.2* Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.C.2* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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.		
Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)		

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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

*Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.*

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being
	E, T	CRP4. Communicate clearly and effectively with reason

		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
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?)		
<i>Students will know....</i> <i>How to kick and dribble a soccer ball.</i> <i>How to underhand, overhand and roll a ball to a partner accurately.</i> <i>How to strike a stationary object.</i> <i>How to shoot a ball at a target.</i> <i>How to maintain balance while performing activities.</i>		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
Assessment Evidence:		
<i>Performance Tasks:</i> <i>Ability to follow rules, classroom activities, individual, partner and group activities.</i>		<i>Other Assessment Measures:</i> Teacher observation, participation, skill grade
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)		
<i>Instructional Strategies and Activities</i>	Throwing, catching, rolling, and kicking individually and with partners. Beanbag skills and activities. Partner and small group games incorporating skills.	

<i>D</i>	
Resources	
“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”.	
Suggested Time Frame:	7 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:	Movement Locomotor/Non-locomotor Skills	
Overview/Rationale		
<p>Purpose of this unit is to introduce students to locomotor and non-locomotor skills with emphasis on spacial 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.</p>		
Standard(s)/Strands		
<p>2.5.P.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</p> <p>2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>2.6.2.A Appropriate types and amounts of physical activity enhance personal health.</p>		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
<p>2.5.P.A.1* Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p>2.5.2.A.2* Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.4* Correct movement errors in response to feedback.</p> <p>2.5.2.C.2* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
<p><i>Students will be able to move in activity area safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spacial awareness and body awareness. Limited experience due to age, will necessitate practice in many activities</i></p>		

to master skill.

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

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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being

	E, T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
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 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 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)
Assessment Evidence:		
Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.		Other Assessment Measures: Teacher observation, participation, skill grade
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>		
Instructional Strategies and Activities D	Moving to beat of drum, tag games, scooter activities, gymnastic mats rolls and balance activities	

Resources	
"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	
Suggested Time Frame:	7 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:	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.		
Standard(s)/Strands		
2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.		
2.5.2.B Teamwork consists of effective communication and other interactions between team members.		
2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
2.6.2.A Appropriate types and amounts of physical activity enhance personal health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.2.A.1 * Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).		
2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.		
2.5.2.B.2 Explain the difference between offense and defense.		
2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.		
2.5.2.C.2* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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.

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

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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being
	E, T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
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?)		
<i>Students will know....</i> <i>How to play soccer lead-up game</i> <i>How to perform ball skills in lead-up games</i> <i>How to strike stationary object in modified t-ball game</i> <i>Perform various relay activities in cooperative activities</i> <i>The importance of a community service project</i>		<i>Students will be able to (do)...</i> 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:		
<i>Performance Tasks:</i> <i>Ability to follow rules, classroom activities, individual, partner and group activities.</i>		<i>Other Assessment Measures:</i> Teacher observation, participation, skill grade

<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>	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:	8 classes

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

Curriculum Map- Physical Education

Kindergarten through 2 nd Grade		K	1 st Grade	2 nd Grade
Physical Education Curriculum				
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.				
A. Movement Skills and Concepts				
Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.				
2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	✓	✓	✓
2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).		✓	✓
2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).	✓	✓	✓
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.				
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	✓	✓	✓
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.	✓	✓	✓
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.		✓	✓
2.5.2.A.4	Correct movement errors in response to feedback.	✓	✓	✓
B. Strategy				

Teamwork consists of effective communication and other interactions between team members.				
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.	✓	✓	✓
2.5.2.B.2	Explain the difference between offense and defense.	✓	✓	✓
2.5.2.B.3	Determine how attitude impacts physical performance.			✓
2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.		✓	✓
C. Sportsmanship, Rules, and Safety				
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.				
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.	✓	✓	✓
2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.	✓	✓	✓
2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle				
A. Fitness and Physical Activity				
Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.				
2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	✓		✓
2.6. P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).	✓		✓
Appropriate types and amounts of physical activity enhance personal health.				
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.	✓	✓	✓
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that		✓	✓

	promote fitness.			
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.		✓	✓



KINDERGARTEN HEALTH CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Table of Contents

Acknowledgements	2
Introduction	3
Course Description.....	3-4
Pacing Guide.....	5
Unit Plans	6-22
Unit 1-Community Health Skills	6-9
Unit 2-Alcohol, Tobacco, and Drugs	10-12
Unit 3-Wellness	13-15
Unit 4- Family Life.....	16-18
K-2nd Health Curriculum Map	19-26

Acknowledgements

<u>Dr. David Salvo</u>	<u>Superintendent</u>
<u>Dr. Toni Lehman</u>	<u>Director of Curriculum and Instruction</u>
<u>Christian Paskalides</u>	<u>Principal, Middle Township Elementary #1</u>

Kindergarten Health Curriculum Work Committee

Christine McMullen

Curriculum Formatting and Compilation

Sharon Rementer

Pamela Shute

Victoria Villano-Tirado

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.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
6- Community Health Skills	<ul style="list-style-type: none"> 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 habit. 	2.2.2.A.1 2.2.2.D.1 2.2.P.E.1 2.2.2.E.1 2.1.P.D.1 2.1.P.D.2 2.1.P.D.3 2.1.P.D.4. 2.1.2.D.1 2.1.2.D.2	6 lessons
7- Alcohol, Tobacco, and Drugs	<ul style="list-style-type: none"> 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. 	2.3.2.A .1 2.3.2.A.2 2.2.2.B.2 2.2.2.E.1	6 lessons
8- Wellness	<ul style="list-style-type: none"> 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. 	2.1. P. A. 1 2.1.P.A.2 2.1. P. B.1 2.1. P.B.2 2.1.P.C.1 2.6.2. A.1	4 lessons
9- Family Life	<ul style="list-style-type: none"> 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 discover decision making skills Limited experience due to age, will necessitate foundation to be taught for students to understand family dynamics, differences, roles and problem solving. 	2.4.2.A.1 2.4.2.A.2 2.2.2.B.1	4 lessons

Content Area:	Health	Grade(s) K
Unit Plan Title:	Unit 1: Community Health Skills	
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.		
Standard(s)/Strands		
2.2.2.A Effective communication may be a determining factor in the outcome of health and safety-related situations 2.2.2.C Character traits are often evident in behaviors exhibited by individuals when interacting with others. 2.2.2.D Service projects provide an opportunity to have a positive impact on the lives of self and others 2.2.P.E Developing an awareness of potential hazards in the environment impacts personal health and safety. 2.2.P.E Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information. 2.1.P.D Developing an awareness of potential hazards in the environment impacts personal health and safety. 2.1.2.D Using personal safety strategies reduces the number of injuries to self and others. 2.1.2.E Many factors at home, school, and in the community impact social and emotional health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations. 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity. 2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment 2.2.2.E.1 Determine where to access home, school, and community health professionals. 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used). 2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.). 2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment. 2.1.P.D.4 Know how to dial 911 for help. 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		

Interdisciplinary Standard(s)			
<p>Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)</p> <p>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 habit.</p>			
<p>Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)</p> <p>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?</p>			
<p>In this unit plan, the following 21st Century themes and skills are addressed:</p>			
<p><i>Check all that apply.</i></p> <p>21st Century Themes</p>		<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p>21st Century Skills</p>	
	Global Awareness	E, T	Critical Thinking & Problem Solving
	Environmental Literacy	E, T	Creativity and Innovation
x	Health Literacy	E, T	Collaboration, Teamwork and Leadership
	Civic Literacy	E	Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and Entrepreneurial Literacy	E, T	Communication and Media Fluency
			Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being
	E, T, A	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
	E, T, A	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E, T	CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence

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

Problem solving techniques

Bike safety rules

Safe practice for dealing with strangers

Students will be able to (do)...

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

Explain the meaning of character

Identify trusted community workers that help keep us safe

Understand that conflict occurs between people and age

<i>Car safety rules</i> <i>Definition of a poison</i> <i>Poison symbols</i> <i>Safety around poison</i> <i>How to be a good community member</i> <i>Prevention of Lyme disease</i>	appropriate ways to resolve them
Assessment Evidence:	
<i>Performance Tasks</i> <i>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</i>	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?)	
<i>Instructional Strategies and Activities</i> <i>D</i>	<i>Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills</i> <i>Eg Bus Safety posters ,jump a thon community service project, Fire Prevention assembly</i>
Resources	
https://jr.brainpop.com/ , http://www.pecentral.org , https://classroom.kidshealth.org , https://www.pinterest.com/explore/health-lessons , http://www.learntobehealthy.org/kids/	
Suggested Time Frame:	6 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 2: Alcohol, Tobacco and Other Drugs	
Overview/Rationale		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to drugs and medicines.		
Standard(s)/Strands		
2.3.2. A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.		
2.3.2.B Use of drugs in unsafe ways is dangerous and harmful.		
2.2.2.B Effective decision-making skills foster healthier lifestyle choices.		
2.2.2.E Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.3.2.A .1 Explain what medicines are and when some types of medicines are used		
2.3.2.A.2 Explain why medicines should be administered as directed.		
2.2.2.B.2 Relate decision-making by self and others to one’s health.		
2.2.2.E.1 Determine where to access home, school, and community health professionals.		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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.		
Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)		
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 examples of refusal skills?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness		E, T	Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		E, T	Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
	E,T,A	CRP3. Attend to personal health and financial well-being
	E,T,A	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management

		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence
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.... Definition of a drug Examples of drugs and differences between good and bad drugs Safe use of medicines Dangers and effects of smoking Refusal skills		Students will be able to (do)... Explain what it means to make a decision Determine why we use medicines when we are not feeling well. Identify the harmful effects that tobacco could have on personal hygiene, health and safety
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		
www.heart.org , https://jr.brainpop.com/ , https://classroom.kidshealth.org , https://www.pinterest.com/explore/healthlessons , http://www.learntobehealthy.org/kids/ , http://www.pecentral.org		
Suggested Time Frame:	6 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 3: Wellness	
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.		
Standard(s)/Strands		
2.1.P.A Developing self-help skills and personal hygiene skills promotes healthy habits		
2.1. P.B Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.		
2.6. 2.A Appropriate types and amounts of physical activity enhance personal health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.1. P. A. 1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).		
2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth)		
2.1. P. B.1 Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).		
2.1. P.B.2 Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).		
2.1.P.C.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).		
2.6.2. A.1 Explain the role of regular physical activity in relation to personal health.		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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 provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
		Global Awareness		E, T	Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	X	Health Literacy		E, T	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		E, T	Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
	E,T, A	CRP3. Attend to personal health and financial well-being
	E, T, A	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies

E		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence
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.... <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 physical activity</i>		Students will be able to (do)... Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically)that support personal 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:		
Ability to complete classroom games, computer activities, small group activities activities, worksheets, whiteboards		teacher observation
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)		
Instructional Strategies and Activities *D	Brainstorming, graphic organizer, posters, games, role playing	
Resources		
My Plate materials, and posters , https://jr.brainpop.com/ , http://www.pecentral.org , https://classroom.kidshealth.org , https://www.pinterest.com/explore/health-lessons , http://www.learntobehealthy.org/kids/ , http://www.choosemyplate.gov		
Suggested Time Frame:	4 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: Family Life	
Overview/Rationale		
Purpose of this unit is to introduce students to different family units, gender similarities and how to develop a healthy family lifestyle.		
Standard(s)/Strands		
2.4.2.A The family unit encompasses the diversity of family forms in contemporary society		
2.2.2.B Effective decision-making skills foster healthier lifestyle choices		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.4.2.A.1 Compare and contrast different kinds of families locally and globally.		
2.4.2.A.2 Distinguish the roles and responsibilities of different family members.		
2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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 discover decision making skills Limited experience due to age, will necessitate foundation to be taught for students to understand family dynamics, differences, roles and problem solving.		
Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)		
What is a family?		
What roles do people have in a family?		
What are the major differences between genders?		
What are the steps to follow to solve a problem?		
In this unit plan, the following 21 st Century themes and skills are addressed:		

Check all that apply.			Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness		E, T	Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	X	Health Literacy		E, T	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		E, T	Communication and Media Fluency
					Accountability, Productivity and Ethics
In this unit plan, the following Career Ready Practices are addressed:					
Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.					
	E	CRP1. Act as a responsible and contributing citizen and employee			
	E, T, A	CRP2. Apply appropriate academic and technical skills			
	E, T, A	CRP3. Attend to personal health and financial well-being			
	E, T, A	CRP4. Communicate clearly and effectively with reason			
		CRP5. Consider the environmental, social and economic impacts of decisions			
	E	CRP6. Demonstrate creativity and innovation			
		CRP7. Employ valid and reliable research strategies			
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them			
		CRP9. Model integrity, ethical leadership and effective management			
		CRP10. Plan education and career paths aligned to personal goals			
	E	CRP11. Use technology to enhance productivity			

CRP12. Work productively in teams while using cultural global competence	
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?)	
<i>Students will know....</i> <i>Definition of a family and roles of various family members and responsibilities</i> <i>Basic gender similarities</i> <i>Steps to solve a problem</i>	<i>Students will be able to (do)...</i> Identify what decisions we make as families Describe the roles and responsibilities of family members in different types of families both locally and globally Identify the similarities between boys and girls
Assessment Evidence:	
<i>Performance Tasks:</i> <i>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</i>	<i>Other Assessment Measures:</i> 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> <i>D</i>	<i>Consider how will the design will:</i> <i>Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing problem solving, storytelling</i>
Resources	
https://jr.brainpop.com/ , http://www.pecentral.org , https://classroom.kidshealth.org , https://www.pinterest.com/explore/health-lessons , http://www.learntobehealthy.org/kids/	
Suggested Time Frame:	4 lessons

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

Curriculum Map- Health K-2

Kindergarten through 2 nd Grade		K	1 st Grade	2 nd Grade
Health Curriculum				
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.				
A. Personal Growth and Development				
Developing self-help skills and personal hygiene skills promotes healthy habits.				
2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	✓		
2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).	✓		
Health-enhancing behaviors contribute to wellness.				
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.		✓	✓
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.		✓	✓
B. Nutrition				
Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.				
2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	✓		
2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	✓		
Choosing a balanced variety of nutritious foods contributes to wellness.				
2.1.2.B.1	Explain why some foods are healthier to eat than others.		✓	✓

2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content and value.		✓	✓
2.1.2.B.3	Summarize information about food found on product labels.			✓
C. Diseases and Health Conditions				
Developing self-help skills and personal hygiene skills promotes healthy habits.				
2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	✓		
Knowledge about diseases and disease prevention promotes health-enhancing behaviors.				
2.1.2.C.1	Summarize symptoms of common diseases and health conditions.		✓	✓
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.		✓	✓
2.1.2.C.3	Determine how personal feelings can affect one's wellness.			✓
D. Safety				
Developing an awareness of potential hazards in the environment impacts personal health and safety.				
2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	✓	✓	✓
2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	✓	✓	✓
2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.	✓	✓	✓
2.1.P.D.4	Know how to dial 911 for help.	✓	✓	✓
Using personal safety strategies reduces the number of injuries to self and others.				
2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	✓	✓	✓

2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.	✓	✓	
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety		✓	✓
E. Social and Emotional Health				
Many factors at home, school, and in the community impact social and emotional health.				
2.1.2.E.1	Identify basic social and emotional needs of all people.		✓	✓
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.		✓	✓
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.			✓
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle				
A. Interpersonal Communication				
Effective communication may be a determining factor in the outcome of health- and safety-related situations.				
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.	✓	✓	✓
B. Decision-Making and Goal Setting				
Effective decision-making skills foster healthier lifestyle choices.				
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.	✓	✓	✓
2.2.2.B.2	Relate decision-making by self and others to one's health.	✓	✓	✓
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.		✓	✓

2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.			✓
C. Character Development				
Character traits are often evident in behaviors exhibited by individuals when interacting with others.				
2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.		✓	✓
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.			✓
D. Advocacy and Service				
Service projects provide an opportunity to have a positive impact on the lives of self and others.				
2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.	✓	✓	✓
E. Health Services and Information				
Developing an awareness of potential hazards in the environment impacts personal health and safety.				
2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.	✓	✓	✓
Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.				
2.2.2.E.1	Determine where to access home, school, and community health professionals.	✓	✓	✓
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle				
A. Medicines				
Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.				
2.3.2.A.1	Explain what medicines are and when some types of medicines are used.	✓	✓	✓
2.3.2.A.2	Explain why medicines should be administered as directed.	✓	✓	✓
B. Alcohol, Tobacco, and Other Drugs				
Use of drugs in unsafe ways is dangerous and harmful.				

2.3.2.B.1	Identify ways that drugs can be abused.			✓
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.	✓	✓	✓
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.		✓	✓
2.3.2.B.4	Identify products that contain alcohol		✓	✓
2.3.2.B.5	List substances that should never be inhaled and explain why.		✓	✓
C. Dependency/Addiction and Treatment				
Substance abuse is caused by a variety of factors.				
2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.			✓
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.				
2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.		✓	✓
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.				
A. Relationships				
The family unit encompasses the diversity of family forms in contemporary society.				
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.	✓	✓	✓
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.	✓	✓	✓
2.4.2.A.3	Determine the factors that contribute to healthy relationships.			✓
B. Sexuality				

Gender-specific similarities and differences exist between males and females				
2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.			✓
C. Pregnancy and Parenting				
The health of the birth mother impacts the development of the fetus.				
2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.			✓



GRADE 1 PHYSICAL EDUCATION CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Table of Contents

Acknowledgements	2
Introduction	3
Course Description.....	3-4
Pacing Guide.....	5
Unit Plans	6-23
Unit 1-Movement Education.....	6-8
Unit 2-Wellness	9-12
Unit 3-Manipulative.....	13-16
Unit 4- Movement Locomotor	17-19
Unit 5- Lifetime/Cooperative Activities.....	20-23
Curriculum Map	24-26

Acknowledgements

Dr. David Salvo **Superintendent**
Dr. Toni Lehman **Director of Curriculum and Instruction**
Christian Paskalides **Principal, Middle Township Elementary #1**

P.E. Curriculum Work Committee

Christine McMullen

Curriculum Formatting and Compilation

Sharon Rementer
Pamela Shute
Victoria Villano-Tirado

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.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
10- Movement Education/Rhythm	<ul style="list-style-type: none"> Students will be able to move in activity area and on playground safely. Perform locomotor movements individually and activities demonstrating spacial awareness and body awareness. Limited experience due to age, will necessitate practice in many activities to master skill. 	2.5.2.A 2.5.2.A 2.6.2.A 2.5.2.C	14 classes
11- Wellness	<ul style="list-style-type: none"> 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. 	2.6.2.A 2.1.2.A 2.1.2.B 2.1.2.C 2.2.2.B 2.5.2.C	14 classes
12- Manipulative Skills	<ul style="list-style-type: none"> 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. 	2.5.P.A 2.5.2.A 2.5.2.C 2.6.2.A	16 classes
13- Movement Locomotor/Non-locomotor Skills	<ul style="list-style-type: none"> Students will be able to move in activity area safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spacial awareness and body awareness. Limited experience due to age will necessitate practice in many activities to master skill. 	2.5.P.A 2.5.2.A 2.5.2.C 2.6.2.A	14 classes
14- Lifetime/Cooperative Activities	<ul style="list-style-type: none"> 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. 	2.5.2.A 2.5.2.B 2.5.2.C 2.6.2.A	8 classes

Content Area:	Physical Education	Grade(s) 1
Unit Plan Title:	Unit 1: Movement Education/ Rhythm	
Overview/Rationale		
Purpose of this unit is to introduce students to gross and fine motor skills along with spacial and self -awareness. Students will learn movement skills and demonstrate ability to perform safely along with understanding the importance of physical exercise.		
Standard(s)/Strands		
2.5.2.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.		
2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities		
2.6.2.A Appropriate types and amounts of physical activity enhance personal health.		
2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.P.A.1* Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).		
2.5.2.A.1* Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).		
2.5.2.A.2* Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.		
2.5.2.A.3* Respond in movement to changes in tempo, beat, rhythm, or musical style.		
2.2.5.2.C.2* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.		
6.2.A.1* Explain the role of regular physical activity in relation to personal health		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings:		
Students will be able to move in activity area and on playground safely. Perform locomotor movements individually and activities demonstrating spacial awareness and body awareness. Limited experience due to age, will necessitate practice in many activities to master skill.		
Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)		

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?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being
	E, T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
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 use playground apparatus. How to jump rope How to perform various locomotor skills How to incorporate these movement skills in various activities.		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
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	Playground obstacle, jump rope, moving to beat of drum and music, musical hoops, scarves, parachute, dance	
Resources		
“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		
Suggested Time Frame:	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: Wellness	
Overview/Rationale		
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.		
Standard(s)/Strands		
2.6.2.A Appropriate types and amounts of physical activity enhance personal health . 2.1.2.A Health-enhancing behaviors contribute to wellness. 2.1.2.B Choosing a balanced variety of nutritious foods contributes to wellness 2.1.2.C Knowledge about diseases and disease prevention promotes health-enhancing behaviors 2.2.2.B Effective decision-making skills foster healthier lifestyle choices 2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.6.2.A.1 Explain the role of regular physical activity in relation to personal health. 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal. 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.B.1 Explain why some foods are healthier to eat than others. 2.2.2.B.2 Relate decision-making by self and others to one’s health. 1 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions. 1 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important. 2.5.2.C.2 * Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings:		
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.

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

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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills

	E, T	CRP3. Attend to personal health and financial well-being
	E, T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
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?)		
<i>Students will know....</i> <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>		<i>Students will be able to (do)...</i> Develop decision making skills that promote participation in moderate to vigorous age-appropriate physical activities. Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the achievement of obtaining wellness goals. Explain how a safe environment encourages continued participation in physical activity Explain how healthy food choices relate to personal wellness. Recognize how one's feelings can impact the progress toward the achievement of a wellness goal
Assessment Evidence:		
Performance Tasks:		Other Assessment Measures:

Ability to follow rules, classroom activities, individual, partner and group activities.		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	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, http://pyfp.org		
Suggested Time Frame:	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 3: Manipulative Skills	
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.		
Standard(s)/Strands		
2.5.P.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.		
2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.		
2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
2.6.2.A Appropriate types and amounts of physical activity enhance personal health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.P.A.3* Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)		
2.5.2.A.1* Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).		
2.5.2.A.2* Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.		
2.5.2.C.2* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.		
2.6.2.A.1 * Explain the role of regular physical activity in relation to personal health.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
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.		

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

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?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being
	E, T	CRP4. Communicate clearly and effectively with reason

		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
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?)		
<i>Students will know....</i> <i>How to kick and dribble a soccer ball.</i> <i>How to underhand, overhand and roll a ball to a partner accurately.</i> <i>How to strike a stationary object.</i> <i>How to shoot a ball at a target.</i> <i>How to maintain balance while performing activities.</i>		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 parts of the body during skill practice Demonstrate changes in movement (time, force flow) while manipulating objects [bouncing, dribbling (soccer), catching] in personal and general space
Assessment Evidence:		
<i>Performance Tasks:</i> <i>Ability to follow rules, classroom activities, individual, partner and group activities.</i>		<i>Other Assessment Measures:</i> Teacher observation, participation, skill grade
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)		

<i>Instructional Strategies and Activities</i> <i>D</i>	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
Resources	
“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”.	
Suggested Time Frame:	16 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 4: Movement Locomotor/Non-locomotor Skills	
Overview/Rationale		
Purpose of this unit is to introduce students to locomotor and non-locomotor skills with emphasis on spacial 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.		
Standard(s)/Strands		
2.5.P.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. 2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. 2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 2.6.2.A Appropriate types and amounts of physical activity enhance personal health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.P.A.1* Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner). 2.5.2.A.2* Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.A.4* Correct movement errors in response to feedback. 2.5.2.C.2* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 2.6.2.A.1 * Explain the role of regular physical activity in relation to personal health.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings:		
Students will be able to move in activity area safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spacial awareness and body awareness. Limited experience due to age will necessitate practice in many activities to master skill.		

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

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?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being
	E, T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies

		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
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 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 changes in time, force, and flow while moving in self- space. (e.g. stretching, curling) Demonstrate basic activity and safety rules and explain how they contribute to stationary movement (e.g. twisting, curling) in a safe environment.
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	Moving to beat of drum, tag games, scooter activities, gymnastic mats rolls and balance activities, Yoga, ball relays	
Resources		
“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		
Suggested Time Frame:	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 5: 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.		
Standard(s)/Strands		
2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.		
2.5.2.B Teamwork consists of effective communication and other interactions between team members.		
2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
2.6.2.A Appropriate types and amounts of physical activity enhance personal health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.2.A.1 * Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).		
2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.		
2.5.2.B.2 Explain the difference between offense and defense.		
2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.		
2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.		
2.5.2.C.2* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment		
2.6.2.A.2 * Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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.		

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

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?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, **T**, **A** on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being

	E, T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
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.... <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>		Students will be able to (do)... Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play. Demonstrate good sportsmanship in games or other activities Compare and contrast cooperative versus competitive strategies in games, sports, and movement activities
Assessment Evidence:		
Performance Tasks: <i>Ability to follow rules, classroom activities, individual, partner and group activities.</i>		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?)		
<i>Instructional Strategies and Activities</i> D	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	

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:	8 classes

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

Curriculum Map- Physical Education

Kindergarten through 2 nd Grade		K	1 st Grade	2 nd Grade
Physical Education Curriculum				
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.				
A. Movement Skills and Concepts				
Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.				
2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	✓	✓	✓
2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).		✓	✓
2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).	✓	✓	✓
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.				
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	✓	✓	✓
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.	✓	✓	✓
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.		✓	✓
2.5.2.A.4	Correct movement errors in response to feedback.	✓	✓	✓
B. Strategy				

Teamwork consists of effective communication and other interactions between team members.				
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.	✓	✓	✓
2.5.2.B.2	Explain the difference between offense and defense.	✓	✓	✓
2.5.2.B.3	Determine how attitude impacts physical performance.			✓
2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.		✓	✓
C. Sportsmanship, Rules, and Safety				
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.				
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.	✓	✓	✓
2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.	✓	✓	✓
2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle				
A. Fitness and Physical Activity				
Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.				
2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	✓		✓
2.6. P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).	✓		✓
Appropriate types and amounts of physical activity enhance personal health.				
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.	✓	✓	✓
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that		✓	✓

	promote fitness.			
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.		✓	✓



GRADE 1 HEALTH CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Table of Contents

Acknowledgements	2
Introduction	3
Course Description.....	3-4
Pacing Guide.....	5-6
Unit Plans	7-21
Unit 1-Community Health Skills	7-10
Unit 2-Alcohol, Tobacco, and Drugs	11-14
Unit 3-Wellness	15-18
Unit 4- Family Life.....	19-21
K-2nd Health Curriculum Map	22-29

Acknowledgements

<u>Dr. David Salvo</u>	<u>Superintendent</u>
<u>Dr. Toni Lehman</u>	<u>Director of Curriculum and Instruction</u>
<u>Christian Paskalides</u>	<u>Principal, Middle Township Elementary #1</u>

Health Curriculum Work Committee

Christine McMullen

Curriculum Formatting and Compilation

Sharon Rementer

Pamela Shute

Victoria Villano-Tirado

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.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
15- Community Health Skills	<ul style="list-style-type: none"> 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. 	2.2.2.A.1 2.2.2.B.1 2.2.2.C.1 2.2.2.D.1 2.2.P.E.1 2.2.2.E.1 2.1.P.D.1 2.1.P.D.2 2.1.P.D.3 2.1.P.D.4 2.1.2.D.1 2.1.2.D.2 2.1.2.D.3 2.1.2.E.1 2.1.2.E.2	10 lessons
16- Alcohol, Tobacco, and Drugs	<ul style="list-style-type: none"> 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. 	2.3.2.A .1 2.3.2.A.2 2.3.2.B.2 2.3.2.B.3 2.3.2.B.4 2.3.2.B.5 2.3.2.C.2 2.2.2.B.1 2.2.2.B.2 2.2.2.E.1	10 lessons
17- Wellness	<ul style="list-style-type: none"> 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 	2.1.2.A.1 2.1.2.A.2 2.1.2.B.1	8 lessons

	experience due to age will necessitate foundation to be taught for students to understand necessity of good habits.	2.1.4.B.2 2.1.2.C.1 2.1.2.C.2 2.6.2.A.1	
18- Family Life	<ul style="list-style-type: none">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.	2.4.2.A.1 2.4.2.A.2 2.2.2.B.1 2.2.2.B.3	8 lessons

Content Area:	Health	Grade(s) 1
Unit Plan Title:	Unit 1: Community Health Skills	
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.		
Standard(s)/Strands		
2.2.2.A Effective communication may be a determining factor in the outcome of health and safety-related situations 2.2.2.B Effective decision-making skills foster healthier lifestyle choices. 2.2.2.C Character traits are often evident in behaviors exhibited by individuals when interacting with others. 2.2.2.D Service projects provide an opportunity to have a positive impact on the lives of self and others 2.2.P.E Developing an awareness of potential hazards in the environment impacts personal health and safety. 2.2.P.E Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information. 2.1.P.D Developing an awareness of potential hazards in the environment impacts personal health and safety. 2.1.2.D Using personal safety strategies reduces the number of injuries to self and others. 2.1.2.E Many factors at home, school, and in the community impact social and emotional health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations. 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting. 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity. 2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment 2.2.2.E.1 Determine where to access home, school, and community health professionals. 2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used). 2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.). 2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment. 2.1.P.D.4 Know how to dial 911 for help. 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.		

- 2.1.2.E.1 Identify basic social and emotional needs of all people.
 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Technology Standard(s)

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)

Interdisciplinary Standard(s)

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 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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
		Global Awareness		E,T	Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T	Collaboration, Teamwork and Leadership

		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		E, T	Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being
	E, T, A	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
	E, T, A	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E, T	CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence

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 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	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
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	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, Tick off video
Resources Here's Looking at You 2000 Drug Education Curriculum, https://jr.brainpop.com/ , http://www.pecentral.org , https://classroom.kidshealth.org , https://www.pinterest.com/explore/health-lessons , http://www.learntobehealthy.org/kids/	
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	
Overview/Rationale		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to drugs and medicines.		
Standard(s)/Strands		
2.3.2. A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.		
2.3.2.B Use of drugs in unsafe ways is dangerous and harmful.		
2.3.2.C There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.		
2.2.2.B Effective decision-making skills foster healthier lifestyle choices.		
2.2.2.E Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.3.2.A .1 Explain what medicines are and when some types of medicines are used		
2.3.2.A.2 Explain why medicines should be administered as directed.		
2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.		
2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.		
2.3.2.B.4 Identify products that contain alcohol.		
2.3.2.B.5 List substances that should never be inhaled and explain why.		
2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.		
2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.		
2.2.2.B.2 Relate decision-making by self and others to one’s health.		
2.2.2.E.1 Determine where to access home, school, and community health professionals.		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		

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 provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness		E,T	Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E,T,A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		E, T	Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
--	---	--

	E,T,A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being
	T,A	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
	E,T,A	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E, T	CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence
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?)		
<i>Students will know....</i> <i>Definition of a drug</i> <i>Examples of drugs and differences between good and bad drugs</i> <i>Danger of drug look-alikes</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>Refusal skills</i>		<i>Students will be able to (do)...</i> 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:	
Performance Tasks: Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards	Quizzes/homework/teacher observation/projects
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
Instructional Strategies and Activities <i>D</i>	Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills Eg. Frog find's out game. Frog story, Video "Squeegee 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, http://www.choosemyplate.gov , www.heart.org , https://jr.brainpop.com/ , https://classroom.kidshealth.org , https://www.pinterest.com/explore/healthlessons , http://www.learntobehealthy.org/kids/ , http://www.pecentral.org	
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: Wellness	
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.		
Standard(s)/Strands		
2.1.2.A Health-enhancing behaviors contribute to wellness.		
2.1.2.B Choosing a balanced variety of nutritious foods contributes to wellness		
2.1.2.C Knowledge about diseases and disease prevention promotes health-enhancing		
2.6.2.A Appropriate types and amounts of physical activity enhance personal health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.		
2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.		
2.1.2.B.1 Explain why some foods are healthier to eat than others.		
2.1.4.B.2 Explain how foods in the food pyramid differ in nutritional content and value.		
2.1.2.C.1 Summarize symptoms of common diseases and health conditions.		
2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.		
2.6.2.A.1 Explain the role of regular physical activity in relation to personal health		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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 provocative questions will foster inquiry, understanding, and transfer of learning?)

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 is nutrition?
How do you classify foods into food groups using My Plate?
How do you choose healthy foods using My Plate?
What are major parts of the human body?
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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
		Global Awareness		E,T	Critical Thinking & Problem Solving
		Environmental Literacy		E,T	Creativity and Innovation
	x	Health Literacy		T,A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		T,A	Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E,T, A	CRP2. Apply appropriate academic and technical skills
	E,T	CRP3. Attend to personal health and financial well-being

	T,A	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
	E, T	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E, T	CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence
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.... <i>Steps for personal hygiene and personal grooming skills</i> <i>Disease symptoms and prevention and spread</i> <i>Parts of the teeth, disease prevention, care of teeth</i> <i>Parts of “My Plate”, food groups, how to choose healthy foods</i> <i>Parts of the body as related to physical activity</i>		Students will be able to (do)... Explain how healthy habits and self-help skills support wellness. (i.e. personal hygiene, independence skills) Investigate different foods and food groups and demonstrate an awareness of nutritional value. Explain how participating in regular physical activity promotes overall personal wellness
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?)		
<i>Instructional Strategies and</i>	Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing	

Activities	
Resources	
My Plate games and materials, Geena's Tremendous Tooth Adventure, Tooth model and posters , Here's Looking at You 2000 Drug Education Curriculum, https://jr.brainpop.com/ , http://www.pecentral.org , https://classroom.kidshealth.org , https://www.pinterest.com/explore/health-lessons , http://www.learntobehealthy.org/kids/ , http://www.choosemyplate.gov	
Suggested Time Frame:	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)1
Unit Plan Title:	Unit 4: Family Life	
Overview/Rationale		
Purpose of this unit is to introduce students to different family units, gender similarities and how to develop a healthy family lifestyle.		
Standard(s)/Strands		
2.4.2.A The family unit encompasses the diversity of family forms in contemporary society		
2.4.2.B Gender-specific similarities and differences exist between males and females.		
2.2.2.B Effective decision-making skills foster healthier lifestyle choices.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.4.2.A.1 Compare and contrast different kinds of families locally and globally.		
2.4.2.A.2 Distinguish the roles and responsibilities of different family members.		
2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.		
2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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.		
Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)		
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 steps to follow to solve a problem?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are <i>E</i> -Encouraged, <i>T</i> -Taught, or <i>A</i> -Assessed in this unit by marking <i>E</i> , <i>T</i> , <i>A</i> on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness		E,T	Critical Thinking & Problem Solving
		Environmental Literacy		E,T	Creativity and Innovation
	x	Health Literacy		E,T	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		E,T	Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are *E*-Encouraged, *T*-Taught, or *A*-Assessed in this unit by marking *E*, *T*, *A* on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
	E, T, A	CRP3. Attend to personal health and financial well-being
	E,T,A	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals

E	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
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.... Definition of a family and roles of various family members and responsibilities Basic gender differences Definition of Unique and personal qualities that make them unique Definition of feelings How to appropriately deal with feelings Steps to solve a problem	Students will be able to (do)... Identify when a decision needs to be made to ensure the health of all family members Identify different roles that family members assume and the responsibilities that are included Identify the physical characteristics of both genders Explain the factors that contribute to a mother having a healthy baby and how the mother’s decisions can help or harm the baby.
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?)	
D Instructional Strategies and Activities	Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing problem solving, storytelling Eg. Reflection of me and I’m special activity, partner modeling, I’m Glad I’m Me video, Emotion flash carts, Mommy I can Learn myself (feelings)Book Alexander Bad Day, Ask For It Problem solving partner role play, Christina Katerina & the Box, alternative chart and discussions, Jump rope for heart jump a thon
Resources	
Here’s Looking at You 2000 Drug Education Curriculum, https://jr.brainpop.com/ , http://www.pecentral.org , https://classroom.kidshealth.org , https://www.pinterest.com/explore/health-lessons , http://www.learntobehealthy.org/kids/	
Suggested Time Frame:	8 Lessons

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

Curriculum Map- Health K-2

Kindergarten through 2 nd Grade		K	1 st Grade	2 nd Grade
Health Curriculum				
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.				
A. Personal Growth and Development				
Developing self-help skills and personal hygiene skills promotes healthy habits.				
2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	✓		
2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).	✓		
Health-enhancing behaviors contribute to wellness.				
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.		✓	✓
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.		✓	✓
B. Nutrition				
Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.				
2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	✓		
2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	✓		
Choosing a balanced variety of nutritious foods contributes to wellness.				
2.1.2.B.1	Explain why some foods are healthier to eat than others.		✓	✓

2.1.2.B.2	Explain how foods on My Plate differ in nutritional content and value.		✓	✓
2.1.2.B.3	Summarize information about food found on product labels.			✓
C. Diseases and Health Conditions				
Developing self-help skills and personal hygiene skills promotes healthy habits.				
2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	✓		
Knowledge about diseases and disease prevention promotes health-enhancing behaviors.				
2.1.2.C.1	Summarize symptoms of common diseases and health conditions.		✓	✓
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.		✓	✓
2.1.2.C.3	Determine how personal feelings can affect one's wellness.			✓
D. Safety				
Developing an awareness of potential hazards in the environment impacts personal health and safety.				
2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	✓	✓	✓
2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	✓	✓	✓
2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.	✓	✓	✓
2.1.P.D.4	Know how to dial 911 for help.	✓	✓	✓
Using personal safety strategies reduces the number of injuries to self and others.				
2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	✓	✓	✓

2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.	✓	✓	
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety		✓	✓
E. Social and Emotional Health				
Many factors at home, school, and in the community impact social and emotional health.				
2.1.2.E.1	Identify basic social and emotional needs of all people.		✓	✓
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.		✓	✓
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.			✓
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle				
A. Interpersonal Communication				
Effective communication may be a determining factor in the outcome of health- and safety-related situations.				
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.	✓	✓	✓
B. Decision-Making and Goal Setting				
Effective decision-making skills foster healthier lifestyle choices.				
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.	✓	✓	✓
2.2.2.B.2	Relate decision-making by self and others to one's health.	✓	✓	✓
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.		✓	✓

2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.			✓
C. Character Development				
Character traits are often evident in behaviors exhibited by individuals when interacting with others.				
2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.		✓	✓
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.			✓
D. Advocacy and Service				
Service projects provide an opportunity to have a positive impact on the lives of self and others.				
2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.	✓	✓	✓
E. Health Services and Information				
Developing an awareness of potential hazards in the environment impacts personal health and safety.				
2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.	✓	✓	✓
Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.				
2.2.2.E.1	Determine where to access home, school, and community health professionals.	✓	✓	✓
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle				
A. Medicines				
Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.				
2.3.2.A.1	Explain what medicines are and when some types of medicines are used.	✓	✓	✓
2.3.2.A.2	Explain why medicines should be administered as directed.	✓	✓	✓
B. Alcohol, Tobacco, and Other Drugs				
Use of drugs in unsafe ways is dangerous and harmful.				

2.3.2.B.1	Identify ways that drugs can be abused.			✓
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.	✓	✓	✓
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.		✓	✓
2.3.2.B.4	Identify products that contain alcohol		✓	✓
2.3.2.B.5	List substances that should never be inhaled and explain why.		✓	✓
C. Dependency/Addiction and Treatment				
Substance abuse is caused by a variety of factors.				
2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.			✓
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.				
2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.		✓	✓
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.				
A. Relationships				
The family unit encompasses the diversity of family forms in contemporary society.				
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.	✓	✓	✓
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.	✓	✓	✓
2.4.2.A.3	Determine the factors that contribute to healthy relationships.			✓
B. Sexuality				

Gender-specific similarities and differences exist between males and females				
2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.			✓
C. Pregnancy and Parenting				
The health of the birth mother impacts the development of the fetus.				
2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.			✓



GRADE 2 PHYSICAL EDUCATION CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Table of Contents

Acknowledgements	2
Introduction	3
Course Description.....	3-4
Pacing Guide.....	5-6
Unit Plans	7-24
Unit 1-Movement Education.....	7-9
Unit 2-Wellness	10-13
Unit 3-Manipulative.....	14-17
Unit 4- Movement Locomotor	18-20
Unit 5- Lifetime/Cooperative Activities.....	21-24
Curriculum Map	25-27

Acknowledgements

<u>Dr. David Salvo</u>	<u>Superintendent</u>
<u>Dr. Toni Lehman</u>	<u>Director of Curriculum and Instruction</u>
<u>Christian Paskalides</u>	<u>Principal, Middle Township Elementary #1</u>

P.E. Curriculum Work Committee

Christine McMullen

Curriculum Formatting and Compilation

Sharon Rementer

Pamela Shute

Victoria Villano-Tirado

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.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
19- Movement Education/Rhythm	<ul style="list-style-type: none"> Students will be able to move in activity area and on playground safely. Perform locomotor movements individually and activities demonstrating spacial awareness and body awareness. Limited experience due to age will necessitate practice in many activities to master skill. 	2.5.P.A.1 2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.2.5.2.C.2 2.6.2.A.1	14 classes
20- Wellness	<ul style="list-style-type: none"> 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. 	2.6.2.A.1 2.6.2.A.2 2.6.2.A.3 2.1.2.A.1 2.1.2.B.1 2.1.2.C.1 2.1.2.C.3 2.2.2.B.2 1 2.2.2.B.3 1 2.2.2.B.4 2.5.2.C.2	14 classes
21- Manipulative Skills	<ul style="list-style-type: none"> 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. 	2.5.P.A.3 2.5.2.A.1 2.5.2.A.2 2.5.2.C.2 2.6.2.A.1 2.6.2.A.2	16 classes
22- Movement Locomotor/Non-locomotor Skills	<ul style="list-style-type: none"> Students will be able to move in activity area safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spacial awareness and body awareness. Limited experience due to age will necessitate practice in many activities to master skill. 	2.5.P.A.1 2.5.P.A.2 2.5.2.A.2 2.5.2.A.4 2.5.2.C.2	14 classes

		2.6.2.A.1	
23- Lifetime/Cooperative Activities	<ul style="list-style-type: none">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.	2.5.2.A.1 2.5.2.B.1 2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2 2.6.2.A.2	18 classes

Content Area:	Physical Education	Grade(s) 2
Unit Plan Title:	Unit 1: Movement Education/ Rhythm	
Overview/Rationale		
Purpose of this unit is to introduce students to gross and fine motor skills along with spacial and self -awareness. Students will learn movement skills and demonstrate ability to perform safely along with understanding the importance of physical exercise.		
Standard(s)/Strands		
2.5.2.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. 2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities 2.6.2.A Appropriate types and amounts of physical activity enhance personal health. 2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.P.A.1* Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). 2.5.2.A.1* Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.A.2* Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.A.3* Respond in movement to changes in tempo, beat, rhythm, or musical style. 2.2.5.2.C.2* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 6.2.A.1* Explain the role of regular physical activity in relation to personal health		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings:		
<i>Students will be able to move in activity area and on playground safely. Perform locomotor movements individually and activities demonstrating spacial awareness and body awareness. Limited experience due to age, will necessitate practice in many activities to master skill.</i>		
Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)		
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?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being
	E, T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

E, T	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives:	
<i>Students will know....</i> <i>How to use playground apparatus.</i> <i>How to jump rope</i> <i>How to perform various locomotor skills</i> <i>How to incorporate these movement skills in various activities.</i>	<i>Students will be able to (do)...</i> Utilize refined gross motor skills in an applied setting Understand basic gross motor skills leads to the foundation for regular physical activity. Corrects movement in response to feedback provided by both teachers and peers. Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo, beat, rhythm, and musical style
Assessment Evidence:	
<i>Performance Tasks:</i> <i>Ability to follow rules, classroom activities, individual, partner and group activities.</i>	<i>Other Assessment Measures:</i> Teacher observation, participation, skill grade
<i>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</i>	
<i>Instructional Strategies and Activities*D</i>	Playground obstacle, jump rope, moving to beat of drum and music, musical hoops, scarves, parachute, dance
Resources	
"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	
Suggested Time Frame:	10 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 2: Wellness	
Overview/Rationale		
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.		
Standard(s)/Strands		
2.6.2.A Appropriate types and amounts of physical activity enhance personal health . 2.1.2.A Health-enhancing behaviors contribute to wellness. 2.1.2.B Choosing a balanced variety of nutritious foods contributes to wellness 2.1.2.C Knowledge about diseases and disease prevention promotes health-enhancing behaviors 2.2.2.B Effective decision-making skills foster healthier lifestyle choices 2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.6.2.A.1 Explain the role of regular physical activity in relation to personal health. 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal. 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.B.1 Explain why some foods are healthier to eat than others. 2.1.2.C.1 Summarize symptoms of common diseases and health conditions. 2.1.2.C.3 Determine how personal feelings can affect one’s wellness. 2.2.2.B.2 Relate decision-making by self and others to one’s health. 1 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions. 1 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important. 2.5.2.C.2 * Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		

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.

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

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?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Centur y Themes			21 st Centur y Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
--	---	--

E, T, A	CRP2. Apply appropriate academic and technical skills
E, T	CRP3. Attend to personal health and financial well-being
E, T	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
	CRP11. Use technology to enhance productivity
E, T	CRP12. Work productively in teams while using cultural global competence
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?)	
<i>Students will know....</i> <i>What exercise is and why it is beneficial?</i> <i>How various exercises are beneficial to our bodies?</i> <i>How can we make healthy food choices?</i> <i>How to improve muscular strength, flexibility and endurance?</i> <i>How people and information in the world we live affect our health?</i> <i>How can our feelings affect our health?</i>	Describe how outside factors influence decision making in regards to setting a fitness goal. Develop a fitness goal and monitor how it might affect one's overall wellness Demonstrate basic activity and safety rules while engaging in moderate to vigorous age appropriate physical activity Determine why making healthier food choices influences long term wellness goals Determine how participation in regular physical activity may help to prevent common health conditions (diabetes, high blood pressure, etc.)
Assessment Evidence:	

Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.		Other Assessment Measures: Teacher observation, participation, skill grade
<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>	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, http://pyfp.org		
Suggested Time Frame:	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) 2
Unit Plan Title:	Unit 3: Manipulative Skills	
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.		
Standard(s)/Strands		
2.5.P.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. 2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. 2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 2.6.2.A Appropriate types and amounts of physical activity enhance personal health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.P.A.3* Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons) 2.5.2.A.1* Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2.A.2* Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.C.2* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 2.6.2.A.1 * Explain the role of regular physical activity in relation to personalhealth. 2.6.2.A.2 * Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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.		

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

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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being
	E, T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
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?)		
<i>Students will know....</i> <i>How to kick and dribble a soccer ball.</i> <i>How to underhand, overhand and roll a ball to a partner accurately.</i> <i>How to strike a stationary and moving object.</i> <i>How to shoot a ball at a target.</i> <i>How to maintain balance while performing activities.</i> <i>How to perform individual skill games using various ball skills.</i>		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

Assessment Evidence:	
Performance Tasks: Ability to follow rules, classroom activities, individual, partner and group activities.	Other Assessment Measures: Teacher observation, participation, skill grade
<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> D	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
Resources	
“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”,	
Suggested Time Frame:	16 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 4: Movement Locomotor/Non-locomotor Skills	
Overview/Rationale		
Purpose of this unit is to introduce students to locomotor and non-locomotor skills with emphasis on spacial 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.		
Standard(s)/Strands		
2.5.P.A Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. 2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. 2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 2.6.2.A Appropriate types and amounts of physical activity enhance personal health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.P.A.1* Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner). 2.5.2.A.2* Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2.A.4* Correct movement errors in response to feedback. 2.5.2.C.2* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. 2.6.2.A.1 * Explain the role of regular physical activity in relation to personal health.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
Students will be able to move in activity area safely. Perform locomotor and non-locomotor movements individually and activities demonstrating spacial awareness and body awareness. Limited experience due to age will necessitate practice in many activities to master skill.		

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

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?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills
	E, T	CRP3. Attend to personal health and financial well-being
	E, T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies

		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
Student Learning Goals/Objectives:		
Students will know.... How to play tag games. How to perform basic gymnastic rolls and stunts How to move at different rates of speed and force and levels to music How to perform basic Yoga moves		Students will be able to (do)... Demonstrate movement in self- space (stationary) at different levels, directions, and ranges while correcting movement errors in response to teacher feedback. Explain the role that non-locomotor skills (e.g. twisting, bending, stretching, and curling) play in regular physical activity in relation to personal health.
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	Moving to beat of drum and music independently, tag games using various manipulatives, scooter activities, gymnastic mats rolls and balance activities, Yoga	
Resources		
“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		
Suggested Time Frame:	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) 2
Unit Plan Title:	Unit 5: 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.		
Standard(s)/Strands		
2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.		
2.5.2.B Teamwork consists of effective communication and other interactions between team members.		
2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.		
2.6.2.A Appropriate types and amounts of physical activity enhance personal health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.5.2.A.1 * Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).		
2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.		
2.5.2.B.2 Explain the difference between offense and defense.		
2.5.2.B.3 Determine how attitude impacts physical performance.		
2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals.		
2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.		
2.5.2.C.2* Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment		
2.6.2.A.2 * Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.		
Technology Standard(s)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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.

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

How do you perform soccer dribbling skills and passing skills correctly during soccer game?
 What is offense and defense?
 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 dribbling, shooting and passing skills correctly?
 How do you perform t-ball skills correctly?
 How can you perform jump rope in a community service project?
 How can we demonstrate endurance, agility, strength, flexibility and coordination during relays?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	x	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy			Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E, T, A	CRP2. Apply appropriate academic and technical skills

	E, T	CRP3. Attend to personal health and financial well-being
	E, T	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
		CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
	E, T	CRP12. Work productively in teams while using cultural global competence
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?)		
<i>Students will know....</i> <i>How to play soccer game</i> <i>How to play a basketball game</i> <i>How to perform ball skills in game situation</i> <i>How to strike stationary object in t-ball game</i> <i>How to strike a moving object in modified baseball game</i> <i>Perform various relay activities in cooperative activities</i> <i>The importance of a community service project</i>		<i>Students will be able to (do)...</i> Independently transition from offensive to defensive effectively during games or recreational activities. Determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal.
Assessment Evidence:		
<i>Performance Tasks:</i>		<i>Other Assessment Measures:</i>

Ability to follow rules, classroom activities, individual, partner and group activities.		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	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	
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:	18 classes	

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

Curriculum Map- Physical Education

Kindergarten through 2 nd Grade		K	1 st Grade	2 nd Grade
Physical Education Curriculum				
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.				
A. Movement Skills and Concepts				
Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.				
2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	✓	✓	✓
2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).		✓	✓
2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).	✓	✓	✓
Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.				
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	✓	✓	✓
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.	✓	✓	✓
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.		✓	✓
2.5.2.A.4	Correct movement errors in response to feedback.	✓	✓	✓
B. Strategy				

Teamwork consists of effective communication and other interactions between team members.				
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.	✓	✓	✓
2.5.2.B.2	Explain the difference between offense and defense.	✓	✓	✓
2.5.2.B.3	Determine how attitude impacts physical performance.			✓
2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.		✓	✓
C. Sportsmanship, Rules, and Safety				
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.				
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.	✓	✓	✓
2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.	✓	✓	✓
2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle				
A. Fitness and Physical Activity				
Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.				
2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	✓		✓
2.6. P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).	✓		✓
Appropriate types and amounts of physical activity enhance personal health.				
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.	✓	✓	✓
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that		✓	✓

	promote fitness.			
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.		✓	✓



GRADE 2 HEALTH CURRICULUM

Middle Township Public Schools
216 S. Main Street
Cape May Court House, NJ 08210

Table of Contents

Acknowledgements	2
Introduction	3
Course Description.....	3-4
Pacing Guide.....	5-6
Unit Plans	7-23
Unit 1-Community Health Skills	7-11
Unit 2-Alcohol, Tobacco, and Drugs	12-15
Unit 3-Wellness	16-19
Unit 4- Family Life.....	20-23
K-2nd Health Curriculum Map	24-31

Acknowledgements

<u>Dr. David Salvo</u>	<u>Superintendent</u>
<u>Dr. Toni Lehman</u>	<u>Director of Curriculum and Instruction</u>
<u>Christian Paskalides</u>	<u>Principal, Middle Township Elementary #1</u>

Health Curriculum Work Committee

Christine McMullen

Curriculum Formatting and Compilation

Sharon Rementer

Pamela Shute

Victoria Villano-Tirado

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.

Pacing Guide

<u>UNIT TITLE</u>	<u>ENDURING UNDERSTANDINGS</u>	<u>NJSLS</u>	<u>TIMEFRAME</u>
24- Community Health Skills	<ul style="list-style-type: none"> 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 	2.2.2.A.1 2.2.2.B.1 2.2.2.B.2 2.2.2.B.3 2.2.2.B.4 2.2.2.C.1 2.2.2.C.2 2.2.2.D.1 2.2.P.E.1 2.2.2.E.1 2.1.P.D.1 2.1.P.D.2 2.1.P.D.3 2.1.P.D.4 2.1.2.D.1 2.1.2.D.2 2.1.2.D.3 2.1.2.E.1 2.1.2.E.2 2.1.2.E.3	10 weeks
25- Alcohol, Tobacco, and Drugs	<ul style="list-style-type: none"> 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. 	2.3.2.A .1 2.3.2.A.2 2.3.2.B.1 2.3.2.B.2 2.3.2.B.3 2.3.2.B.4 2.3.2.B.5 2.3.2.C.1	10 weeks

		2.2.2.B.1 2.2.2.B.2 2.2.2.E.1	
26- Wellness	<ul style="list-style-type: none"> 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. 	2.1.2.A.1 2.1.2.A.2 2.1.2.B.1 2.1.2.B.2 2.1.2.B.3 2.1.2.C.1 2.1.2.C.2 2.1.2.C.3 2.6.2.A.1	8 weeks
27- Family Life	<ul style="list-style-type: none"> 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. 	2.4.2.A.1 2.4.2.A.2 2.4.2.A.3 2.4.2.B.1 2.2.2.B.1 2.2.2.B.2 2.2.2.B.3 2.4.2.C.1	8 weeks

Content Area:	Health	Grade(s) 2
Unit Plan Title:	Unit 1: Community Health Skills	
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.		
Standard(s)/Strands		
2.2.2.A Effective communication may be a determining factor in the outcome of health and safety-related situations		
2.2.2.B Effective decision-making skills foster healthier lifestyle choices.		
2.2.2.C Character traits are often evident in behaviors exhibited by individuals when interacting with others.		
2.2.2.D Service projects provide an opportunity to have a positive impact on the lives of self and others		
2.2.P.E Developing an awareness of potential hazards in the environment impacts personal health and safety.		
2.2.P.E Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.		
2.1.P.D Developing an awareness of potential hazards in the environment impacts personal health and safety.		
2.1.2.D Using personal safety strategies reduces the number of injuries to self and others.		
2.1.2.E Many factors at home, school, and in the community impact social and emotional health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations		
2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.		
2.2.2.B.2 Relate decision-making by self and others to one’s health.		
2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.		
2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.		
2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.		
2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.		
2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.		
2.2.P.E.1 Identify community helpers who assist in maintaining a safe environment		
2.2.2.E.1 Determine where to access home, school, and community health professionals.		
2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).		
2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).		
2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.		
2.1.P.D.4 Know how to dial 911 for help.		

2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.

2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.

2.1.2.E.1 Identify basic social and emotional needs of all people.

2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.

Technology Standard(s)

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)

Interdisciplinary Standard(s)

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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
	Global Awareness	E, T	Critical Thinking & Problem Solving

		Environmental Literacy	E, T	Creativity and Innovation
	x	Health Literacy	E, T	Collaboration, Teamwork and Leadership
		Civic Literacy	E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy	E, T	Communication and Media Fluency
				Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
E, T	CRP3. Attend to personal health and financial well-being
T, A	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
E, T	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence

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?)

<p>Students will know....</p> <p>Bus safety rules</p> <p>Pedestrian, home, water, animal, and fire safety</p> <p>Bike safety rules</p> <p>Safe practice for dealing with strangers</p> <p>Good and bad touch</p> <p>Car safety rules</p> <p>Definition of a poison</p> <p>Poison symbols</p> <p>Safety around poison</p> <p>What it means to have a disability</p> <p>How to be a good community member</p> <p>Prevention of Lyme disease</p> <p>Problem solving steps</p> <p>How to make others feel included</p>	<p>Students will be able to (do)...</p> <p>Express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).</p> <p>Explain why it is advantageous to think before acting and how those decisions impact the health of you and others.</p> <p>Explain how certain character traits (respect, responsibility, trustworthiness, honesty, kindness, compassion) impact the way one feels, thinks and acts towards themselves and others.</p> <p>Explain how character may be enhanced by participating in school service activities.</p> <p>Demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>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)</p> <p>Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches</p> <p>Explain healthy ways of coping with common stressful situations experienced by children</p>
<p>Assessment Evidence:</p>	
<p>Performance Tasks:</p> <p>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</p>	<p>Other Assessment Measures:</p> <p>Quizzes/homework/teacher observation/projects</p>
<p>Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?)</p>	
<p>Instructional Strategies and Activities</p> <p>D</p>	<p>Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills</p> <p>Eg Bus Safety posters, roleplay, Kids Safe video, Frayers Bicycle safety, Fire safety , swimming safety</p> <p>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,</p>

Resources

Here's Looking at You 2000 Drug Education Curriculum, <https://jr.brainpop.com/>, <http://www.pecentral.org>, <https://classroom.kidshealth.org>, <https://www.pinterest.com/explore/health-lessons>, <http://www.learntobehealthy.org/kids/>

Suggested Time Frame:

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	
Overview/Rationale		
Purpose of this unit is to introduce students to healthy behaviors and practices relating to drugs and medicines.		
Standard(s)/Strands		
2.3.2. A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.		
2.3.2.B Use of drugs in unsafe ways is dangerous and harmful.		
2.3.2.C. Substance abuse is caused by a variety of factors.		
2.3.2.C There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.		
2.2.2.B Effective decision-making skills foster healthier lifestyle choices.		
2.2.2.E Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.3.2.A .1 Explain what medicines are and when some types of medicines are used		
2.3.2.A.2 Explain why medicines should be administered as directed.		
2.3.2.B.1 Identify ways that drugs can be abused.		
2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.		
2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.		
2.3.2.B.4 Identify products that contain alcohol.		
2.3.2.B.5 List substances that should never be inhaled and explain why.		
2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs		
2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.		
2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.		
2.2.2.B.2 Relate decision-making by self and others to one’s health.		
2.2.2.E.1 Determine where to access home, school, and community health professionals.		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		
Interdisciplinary Standard(s)		

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

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 provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

In this unit plan, the following 21st Century themes and skills are addressed:

Check all that apply.			Indicate whether these skills are E -Encouraged, T -Taught, or A -Assessed in this unit by marking E , T , A on the line before the appropriate skill.		
21 st Century Themes			21 st Century Skills		
		Global Awareness		E,T	Critical Thinking & Problem Solving
		Environmental Literacy		E,T	Creativity and Innovation
	X	Health Literacy		T,A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		T,A	Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
	E,T,A	CRP3. Attend to personal health and financial well-being
	T,A	CRP4. Communicate clearly and effectively with reason
		CRP5. Consider the environmental, social and economic impacts of decisions
	E,T,A	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
	E,T	CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence

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?)

<p><i>Students will know....</i></p> <p><i>Definition of a drug</i></p> <p><i>Safe use of medicines</i></p> <p><i>Definition alcohol and alcoholism</i></p> <p><i>Resources available for chemical dependency</i></p> <p><i>Dangers and effects of smoking</i></p> <p><i>Positive decision making skills concerning drugs, medicines and alcohol</i></p>	<p><i>Students will be able to (do)...</i></p> <p>Describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs</p> <p>Describe why medicines should be administered by a trusted adult</p> <p>Demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused</p>
---	---

Refusal skills		Determine what substances should never be inhaled and explain why 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
Assessment Evidence:		
Performance Tasks: <i>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</i>		Other Assessment Measures: Quizzes/homework/teacher observation/projects
<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>	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 & Boris book, Great American Smoke out and handout	
Resources		
Here’s Looking at You 2000 Drug Education Curriculum, http://www.choosemyplate.gov , www.heart.org , https://jr.brainpop.com/ , https://classroom.kidshealth.org , https://www.pinterest.com/explore/healthlessons , http://www.learntobehealthy.org/kids/ , http://www.pecentral.org		
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) 2
Unit Plan Title:	Unit 3: Wellness	
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.		
Standard(s)/Strands		
2.1.2.A Health-enhancing behaviors contribute to wellness. 2.1.2.B Choosing a balanced variety of nutritious foods contributes to wellness 2.1.2.C Knowledge about diseases and disease prevention promotes health-enhancing 2.6.2.A Appropriate types and amounts of physical activity enhance personal health.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness. 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness 2.1.2.B.1 Explain why some foods are healthier to eat than others. 2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value 2.1.2.B.3 Summarize information about food found on product labels 2.1.2.C.1 Summarize symptoms of common diseases and health conditions. 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions 2.1.2.C.3 Determine how personal feelings can affect one’s wellness 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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 provocative questions will foster inquiry, understanding, and transfer of learning?)

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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Centur y Themes			21st Centur y Skills		
		Global Awareness		E, T	Critical Thinking & Problem Solving
		Environmental Literacy		E, T,	Creativity and Innovation
	x	Health Literacy		T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		T, A	Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

E	CRP1. Act as a responsible and contributing citizen and employee
E, T, A	CRP2. Apply appropriate academic and technical skills
E, T	CRP3. Attend to personal health and financial well-being
T, A	CRP4. Communicate clearly and effectively with reason
	CRP5. Consider the environmental, social and economic impacts of decisions
E, T, A	CRP6. Demonstrate creativity and innovation
	CRP7. Employ valid and reliable research strategies
	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
	CRP9. Model integrity, ethical leadership and effective management
	CRP10. Plan education and career paths aligned to personal goals
E, T	CRP11. Use technology to enhance productivity
	CRP12. Work productively in teams while using cultural global competence

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

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 and explain how they are supported through regular

Parts of “My Plate”, food groups, how to choose healthy foods, meaning of nutrition labels	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
Assessment Evidence:	
Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards	Quizzes/homework/teacher observation/projects
<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>	Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing
Resources	
My Plate games and materials, Cool to Care About Your Smile, Tooth model and posters , Here’s Looking at You 2000 Drug Education Curriculum, https://jr.brainpop.com/ , http://www.pecentral.org , https://classroom.kidshealth.org , http://www.choosemyplate.gov , https://www.pinterest.com/explore/health-lessons , http://www.learntobehealthy.org/kids/	
Suggested Time Frame:	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 4: Family Life	
Overview/Rationale		
Purpose of this unit is to introduce students to different family units, gender similarities and how to develop a healthy family lifestyle.		
Standard(s)/Strands		
2.4.2.A The family unit encompasses the diversity of family forms in contemporary society		
2.4.2.B Gender-specific similarities and differences exist between males and females.		
2.4.2.C The health of the birth mother impacts the development of the fetus.		
2.2.2.B Effective decision-making skills foster healthier lifestyle choices.		
Cumulative Progress Indicator(s) and Number(s) (Established Goals)		
2.4.2.A.1 Compare and contrast different kinds of families locally and globally.		
2.4.2.A.2 Distinguish the roles and responsibilities of different family members.		
2.4.2.A.3 Determine the factors that contribute to healthy relationships.		
2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders		
2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.		
2.2.2.B.2 Relate decision-making by self and others to one’s health.		
2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions		
2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby.		
Technology Standard(s)		
8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)		
Interdisciplinary Standard(s)		
Enduring Understandings: (What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?)		
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.		
Essential Question(s) : (What provocative questions will foster inquiry, understanding, and transfer of learning?)		

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?

In this unit plan, the following 21st Century themes and skills are addressed:

<i>Check all that apply.</i>			<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>		
21st Century Themes			21st Century Skills		
		Global Awareness		E,T	Critical Thinking & Problem Solving
		Environmental Literacy		E,T	Creativity and Innovation
	x	Health Literacy		E,T	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and Entrepreneurial Literacy		E,T	Communication and Media Fluency
					Accountability, Productivity and Ethics

In this unit plan, the following Career Ready Practices are addressed:

Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.

	E	CRP1. Act as a responsible and contributing citizen and employee
	E,T,A	CRP2. Apply appropriate academic and technical skills
	E,T,A	CRP3. Attend to personal health and financial well-being
	E,T,A	CRP4. Communicate clearly and effectively with reason

		CRP5. Consider the environmental, social and economic impacts of decisions
	E	CRP6. Demonstrate creativity and innovation
		CRP7. Employ valid and reliable research strategies
		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
		CRP9. Model integrity, ethical leadership and effective management
		CRP10. Plan education and career paths aligned to personal goals
		CRP11. Use technology to enhance productivity
		CRP12. Work productively in teams while using cultural global competence
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.... <i>Definition of a family and roles of various family members and responsibilities</i> <i>Basic gender differences</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 and how to make others feel included</i> <i>Steps to solve a problem</i>		Students will be able to (do)... 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 Determine how other's health related decisions have an impact on a pregnant mother and the health of her unborn baby
Assessment Evidence:		
Performance Tasks: <i>Ability to complete classroom games, computer activities, small group activities, worksheets, whiteboards</i>		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	Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing problem solving, storytelling Eg. Gertrude's tale story and poem, All About Me project, All About Me video, Me and the Monsters problem	

<i>D</i>	<i>solving activity, Rosie and Michael book and Friend activity sheet</i>
Resources	
Here's Looking at You 2000 Drug Education Curriculum, https://jr.brainpop.com/ , http://www.pecentral.org , https://classroom.kidshealth.org , https://www.pinterest.com/explore/health-lessons , http://www.learntobehealthy.org/kids/	
Suggested Time Frame:	8 weeks

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

Curriculum Map- Health K-2

Kindergarten through 2 nd Grade		K	1 st Grade	2 nd Grade
Health Curriculum				
2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.				
A. Personal Growth and Development				
Developing self-help skills and personal hygiene skills promotes healthy habits.				
2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	✓		
2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).	✓		
Health-enhancing behaviors contribute to wellness.				
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.		✓	✓
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.		✓	✓
B. Nutrition				
Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.				
2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).	✓		
2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).	✓		
Choosing a balanced variety of nutritious foods contributes to wellness.				
2.1.2.B.1	Explain why some foods are healthier to eat than others.		✓	✓

2.1.2.B.2	Explain how foods on My Plate differ in nutritional content and value.		✓	✓
2.1.2.B.3	Summarize information about food found on product labels.			✓
C. Diseases and Health Conditions				
Developing self-help skills and personal hygiene skills promotes healthy habits.				
2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	✓		
Knowledge about diseases and disease prevention promotes health-enhancing behaviors.				
2.1.2.C.1	Summarize symptoms of common diseases and health conditions.		✓	✓
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.		✓	✓
2.1.2.C.3	Determine how personal feelings can affect one's wellness.			✓
D. Safety				
Developing an awareness of potential hazards in the environment impacts personal health and safety.				
2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	✓	✓	✓
2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	✓	✓	✓
2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.	✓	✓	✓
2.1.P.D.4	Know how to dial 911 for help.	✓	✓	✓
Using personal safety strategies reduces the number of injuries to self and others.				
2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	✓	✓	✓

2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.	✓	✓	
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety		✓	✓
E. Social and Emotional Health				
Many factors at home, school, and in the community impact social and emotional health.				
2.1.2.E.1	Identify basic social and emotional needs of all people.		✓	✓
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.		✓	✓
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.			✓
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle				
A. Interpersonal Communication				
Effective communication may be a determining factor in the outcome of health- and safety-related situations.				
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.	✓	✓	✓
B. Decision-Making and Goal Setting				
Effective decision-making skills foster healthier lifestyle choices.				
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.	✓	✓	✓
2.2.2.B.2	Relate decision-making by self and others to one's health.	✓	✓	✓
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.		✓	✓

2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.			✓
C. Character Development				
Character traits are often evident in behaviors exhibited by individuals when interacting with others.				
2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.		✓	✓
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.			✓
D. Advocacy and Service				
Service projects provide an opportunity to have a positive impact on the lives of self and others.				
2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.	✓	✓	✓
E. Health Services and Information				
Developing an awareness of potential hazards in the environment impacts personal health and safety.				
2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.	✓	✓	✓
Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.				
2.2.2.E.1	Determine where to access home, school, and community health professionals.	✓	✓	✓
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle				
A. Medicines				
Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.				
2.3.2.A.1	Explain what medicines are and when some types of medicines are used.	✓	✓	✓
2.3.2.A.2	Explain why medicines should be administered as directed.	✓	✓	✓
B. Alcohol, Tobacco, and Other Drugs				
Use of drugs in unsafe ways is dangerous and harmful.				

2.3.2.B.1	Identify ways that drugs can be abused.			✓
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.	✓	✓	✓
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.		✓	✓
2.3.2.B.4	Identify products that contain alcohol		✓	✓
2.3.2.B.5	List substances that should never be inhaled and explain why.		✓	✓
C. Dependency/Addiction and Treatment				
Substance abuse is caused by a variety of factors.				
2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.			✓
There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.				
2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.		✓	✓
2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.				
A. Relationships				
The family unit encompasses the diversity of family forms in contemporary society.				
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.	✓	✓	✓
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.	✓	✓	✓
2.4.2.A.3	Determine the factors that contribute to healthy relationships.			✓
B. Sexuality				

Gender-specific similarities and differences exist between males and females				
2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.			✓
C. Pregnancy and Parenting				
The health of the birth mother impacts the development of the fetus.				
2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.			✓