

# KINDERGARTEN, 1<sup>ST</sup> AND 2<sup>ND</sup> 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

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#### **Introduction**

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

#### **Course Description**

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>	ENDURING UNDERSTANDINGS	<u>NJSLS</u>	<u>TIMEFRAME</u>		
1- Movement Education/Rhythm	•				
2- Wellness	<ul> <li>Students will be able to perform various exercises and warm – up activities.to improve overall fitness. Students will discover how exercise, nutrition and a healthy lifestyle improve overall quality of life. Limited experience due to age, will necessitate practice in many activities to master skill.</li> </ul>	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	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.				
4- Movement Locomotor/Nonlocomotor Skills	<ul> <li>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.</li> </ul>	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> <li>Students will be able to move in activity area safely. Perform class skills learned in small group and large group games and activities. Activities will allow practice of skills learned and well as introduce students to lifetime activities. Limited experience due to age will necessitate practice in many activities to master skill.</li> </ul>	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	

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 21 <sup>st</sup> Century themes and skills are addressed:				
Check all that apply. Indicate whether these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b> -Assessed in this unit by ma	king <b>E,</b>			
T, A on the line before the appropriate skill.				
21 <sup>st</sup> Centur y Themes 21 <sup>st</sup> Centur y Skills				
Global Awareness Critical Thinking & Problem Solving				
Environmental Literacy E, T Creativity and Innovation				
Health Literacy E, T, Collaboration, Teamwork and Leadership				
A				
Civic Literacy E Cross-Cultural and Interpersonal Communication				
Financial, Economic, Business and Communication and Media Fluency				
Entrepreneurial Literacy Accountability, Productivity and Ethics				
In this unit plan, the following Career Ready Practices are addressed:				
Indicate whether these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> 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	CRP3. Attend to personal health and financial well-being				
E, T	CRP4. Communicate clearly and effectively with reason	CRP4. Communicate clearly and effectively with reason				
▎└	CRP5. Consider the environmental, social and economic imp	acts of decisions				
l ∟	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 man	agement				
	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 glob	CRP12. Work productively in teams while using cultural global competence				
Student Learn	ning Goals/Objectives: (What key knowledge and skills will student	ts 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	Students will be able to (do)				
What exercise	e is and why it is beneficial	Explain how one's decisions to be active can have a direct impact				
How various e	exercises are beneficial to our bodies	on the way they feel.				
How to impro	ve muscular strength, flexibility and endurance.	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:						
Performance	Tasks:	Other Assessment Measures:				
Ability to follo	ow rules, classroom activities, individual, partner and group	Teacher observation, participation, skill grade				
activities.						
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?						

Instructional Strategies and Activities  Activities  Activities  Activities  Activities  Various exercises- jumping jacks, sit-ups, toe-touches, push-up, upper body strength activities, jump ropehigh 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	

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: Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, Check all that apply. **T, A** on the line before the appropriate skill. 21<sup>st</sup> Centur y Themes 21st Centur y Skills **Critical Thinking & Problem Solving** Global Awareness **Environmental Literacy** E, T **Creativity and Innovation** Health Literacy E, T, Collaboration, Teamwork and Leadership Α **Cross-Cultural and Interpersonal Communication** Civic Literacy Ε Financial, Economic, Business and **Communication and Media Fluency** Entrepreneurial Literacy **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. Ε 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. Consid	CRP5. Consider the environmental, social and economic impacts of decisions					
	CRP6. Demo	CRP6. Demonstrate creativity and innovation					
	CRP7. Emplo	y valid and reliable research strategies					
		critical thinking to make sense of problems ar	nd persevere in solving them				
		integrity, ethical leadership and effective ma	·				
	CRP10. Plan e	education and career paths aligned to persona	al goals				
	CRP11. Use t	echnology to enhance productivity					
	E, T CRP12. Work	productively in teams while using cultural glo	obal competence				
Studer		· · · · · · · · · · · · · · · · · · ·	nts acquire as a result of this unit? What should they eventually				
	e to do as a result of such k	· · · · · · · · · · · · · · · · · · ·	into acquire as a result of time unit: what should they eventually				
	nts will know		Develop spatial and coordination skills through movement and				
How to	How to kick and dribble a soccer ball.  manipulative activities such as walking on a balance beam,						
How to	o underhand, overhand and	underhand, overhand and roll a ball to a partner accurately.  twirling a hula- hoop, or buttoning and unbuttoning					
How to	o strike a stationary object.		Perform various movement and manipulative skills (kicking,				
How to	o shoot a ball at a target.		striking) with developmentally appropriate control during skill				
How to	o maintain balance while p	erforming activities.	practice.				
			Identify body parts (hands, feet, knees, head) that may be used				
			to control different objects during various manipulative activities				
Assess	ment Evidence:						
Perfor	mance Tasks:		Other Assessment Measures:				
Ability to follow rules, classroom activities, individual, partner and group			Teacher observation, participation, skill grade				
activities.							
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?							
Ins	Instructional Strategies and Activities  Activities  Activities  Throwing, catching, rolling, and kicking individually and with partners. Beanbag skills and activities.  Partner and small group games incorporating skills.						

D	
Resources	
	Today" By Kenneth Tillman and Patricia Rizzo Toner, "You'll Never Guess What We did In Gym Today" by Kenneth oner, 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			

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).
- 2.5.2.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.

#### **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 menater a	Lill			
	to master s	SKIII.			
Essent	ial Question	n(s): (What provocative questions will	foste	er inquir	y, understanding, and transfer of learning?)
How ca	n you mov	e at different levels changing speed, for	ce, rł	nythm?	
		and move effectively on apparatus?			
		s to play different type tag games?		_	
How ca	in the body	move and bend in different ways and i	mpro	ve fitnes	55?
In this	unit plan, t	he following 21 <sup>st</sup> Century themes and s	skills	are addr	essed:
		Check all that apply.			ether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> ,
	<b>.</b> -	st o	Т,	<b>A</b> on the	line before the appropriate skill.
	21	st Centur y Themes			21 <sup>st</sup> Centur y Skills
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	х	Health Literacy		Ε, Τ,	Collaboration, Teamwork and Leadership
				Α	
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and			Communication and Media Fluency
		Entrepreneurial Literacy			Accountability, Productivity and Ethics
المالم من		he fellowing Covery Bandy Bunching		المممد عاد	
	In this unit plan, the following Career Ready Practices are addressed:				
inaica	Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill.				
	E CRP1. Act as a responsible and contributing citizen and employee				
	E, T, A	T, A CRP2. Apply appropriate academic and technical skills			
	E, T CRP3. Attend to personal health and financial well-being				

				l l			
	E, T	CRP4. Communicate clearly and effectively with reason					
		CRP5. Consider	sider the environmental, social and economic impacts of decisions				
		CRP6. Demons	trate creativity and innovation				
		CRP7. Employ	valid and reliable research strategies				
		CRP8. Utilize cr	itical thinking to make sense of problems and	d persevere in solving them			
		CRP9. Model i	ntegrity, ethical leadership and effective man	agement			
		CRP10. Plan ed	ucation and career paths aligned to personal	goals			
		1	chnology to enhance productivity	-			
	E, T						
	_		productively in teams while using cultural glo	•			
Stude	ent Learning (	Goals/Objectives:	: (What key knowledge and skills will studen	ts acquire as a result of this unit? What should they eventually			
be at	ole to do as a	result of such kno	owledge and skill?)				
Stude	udents will know Students will be able to (do)						
How	to play tag go	ames.		Develop and refine fine and stationary gross motor skills while in			
How	to perform be	asic gymnastic ro	lls and stunts	self- space. (e.g. twisting, bending e.g., work towards using			
How	to move at di	ifferent rates of s	peed and force.	smaller sized manipulative during activity)			
				Demonstrate basic activity and safety rules when refining non-			
				locomotor skills (e.g. twisting, bending, stretching, curling)			
Asses	Assessment Evidence:						
Perfo	ormance Task	s:		Other Assessment Measures:			
Abilit	ty to follow ru	ıles, classroom ad	tivities, individual, partner and group	Teacher observation, participation, skill grade			
activ	ities.						
	Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?						
In D	Instructional Strategies and Activities  D Moving to beat of drum, tag games, scooter activities, gymnastic mats rolls and balance activities			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	

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:

Check all that apply.  21 <sup>st</sup> Centur y Themes		Indicate whether these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b> -Assessed in this unit by marking <b>E, T, A</b> on the line before the appropriate skill. <b>21<sup>st</sup> Centur y Skills</b>			
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	х	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and			Communication and Media Fluency
		Entrepreneurial Literacy			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				
Stude	nt Learning (	Goals/Objectives: (What key knowledge and skills will student	s acquire as a result of this unit? What should they eventually		
be ab	le to do as a	result of such knowledge and skill?)			
Stude	nts will know	V	Students will be able to (do)		
How t	o play socce	r lead-up game	Explain and demonstrate the roles of offensive and defensive		
How t	o perform bo	all skills in lead-up games	players and the impact they have during game play		
How to strike stationary object in modified t-ball game Exp		ionary object in modified t-ball game	Explain what it means to display good sportsmanship.		
Perform various relay activities in cooperative activities  Demonstrate cooperative and competitive stra		Demonstrate cooperative and competitive strategies in			
The importance of a community service project movement activities and modified games.			movement activities and modified games.		
Assess	Assessment Evidence:				
Perfo	Performance Tasks: Other Assessment Measures:				
_		lles, classroom activities, individual, partner and group	Teacher observation, participation, skill grade		
-	activities.				
			l e e e e e e e e e e e e e e e e e e e		

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, 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

D

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 t	hrough 2 <sup>nd</sup> Grade	K	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
Physical Educa	tion Curriculum			
2.5 Motor Skil	Development: All students will utilize safe, efficient,		ive movement t	o develop and
A Mayamant C	maintain a healthy, active lifest	yle.		
	kills and Concepts		- 6d-4: 6-	
Developing col	mpetence and confidence in gross and fine motor skills	s proviaes	a roundation to	r participatio
2 F D A 1	in physical activities.			T
2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	<b>~</b>	<b>~</b>	<b>✓</b>
2.5.P.A.2	Develop and refine fine motor skills (e.g., completes		<b>✓</b>	
	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	<b>✓</b>	✓	<b>✓</b>
	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).			
Jnaerstanding	of fundamental concepts related to effective execution			toundation to
	participation in games, sports, dance, and recre	eational a	ctivities.	
2.5.2.A.1	Explain and perform movement skills with	<b>✓</b>	✓	<b>✓</b>
	developmentally appropriate control in isolated settings			
	(i.e., skill practice) and applied settings (i.e., games, sports,			
2.5.2.A.2	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,	✓	✓	<b>✓</b>
	directions, ranges, and pathways.			
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm,			
LIJIZIMIJ	or musical style.		<b>✓</b>	<b>~</b>
2.5.2.A.4	Correct movement errors in response to feedback.	<b>✓</b>	<b>✓</b>	<b>~</b>
B. Strategy				

Teamwo	ork consists of effective communication and other inte	ractions be	tween team m	embers.	
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.	~	<b>~</b>	<b>✓</b>	
2.5.2.B.2	Explain the difference between offense and defense.	<b>✓</b>	<b>✓</b>	~	
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.		<b>→ →</b>		
C. Sportsmans	hip, Rules, and Safety	1			
Practicing a	appropriate and safe behaviors while participating in a competitive events contributes to enjoyme			, and other	
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.	<b>✓</b>	✓	<b>✓</b>	
2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.	<b>~</b>	<b>~</b>	<b>~</b>	
	I students will apply health-related and skill-related fi maintain a healthy, active lifest		epts and skills t	o develop and	
	Physical Activity				
Developing co	mpetence and confidence in gross and fine motor skill	s provides a	a foundation fo	r participation	
2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	<b>✓</b>		<b>✓</b>	
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 e	enhance per	sonal health.		
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.	<b>✓</b>	<b>~</b>	<b>✓</b>	
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that		<b>~</b>	~	

	promote fitness.		
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.	<b>✓</b>	<b>~</b>



# KINDERGARTEN HEALTH CURRICULUM

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

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#### **Curriculum Formatting and Compilation**

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#### **Introduction**

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

#### **Course Description**

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.

 $\bullet\ Advocates\ for\ personal,\ family,\ community,\ and\ global\ wellness\ and\ is\ knowledgeable\ about\ national\ and\ international\ public\ health\ and\ safety\ issues.$ 

# Pacing Guide

UNIT TITLE	ENDURING UNDERSTANDINGS	<u>NJSLS</u>	TIMEFRAME
6- Community Health Skills	<ul> <li>Students will discover safety rules to follow relating to bus, seatbelt, pedestrian, home, fire, bike, poisons, Lyme disease and strangers. Students will define community service. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age will necessitate foundation to be taught for students to understand necessity of good habit.</li> </ul>	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.1	6 lessons
7- Alcohol, Tobacco, and Drugs	<ul> <li>Students will discover definition of drugs vs medicine. Students will be able to identify common drugs and positive and negative use of drugs. Students will practice refusal skills. Students will discover steps to take to be safe around drugs and medicines. Limited experience due to age, will necessitate foundation to be taught for students to understand dangers of drugs and refusal skills.</li> </ul>	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> <li>Students will discover proper personal health habits such as hygiene, nutrition, prevention of disease. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age, will necessitate foundation to be taught for students to understand necessity of good habits.</li> </ul>	2.1. 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> <li>Students will discover that there are many variables that constitute a family. Students will examine roles of family members and how they differ. Students will 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.</li> </ul>	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	

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) 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 habit. 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: 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. 21st Centur v Themes 21<sup>st</sup> Centur y Skills **Global Awareness** E,T **Critical Thinking & Problem Solving Creativity and Innovation Environmental Literacy** E, T **Health Literacy** E, T Collaboration, Teamwork and Leadership **Civic Literacy** Ε **Cross-Cultural and Interpersonal Communication** E, T **Communication and Media Fluency** Financial, Economic, Business and **Entrepreneurial Literacy 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.

Е	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	Students will be able to (do)
Bus safety rules	Determine how parents, culture and media influence their
Pedestrian, home, water, animal, and fire safety	healthy decision making.
Problem solving techniques	Explain the meaning of character
Bike safety rules	Identify trusted community workers that help keep us safe
Safe practice for dealing with strangers	Understand that conflict occurs between people and age

Car safety rules		appropriate ways to resolve them		
Definition of a poison				
Poison symbols				
Safety around poison				
How to be a good community mem	ber			
Prevention of Lyme disease				
Assessment Evidence:				
Performance Tasks		Other Assessment Measures:		
Ability to complete classroom games, computer activities, small group		Quizzes/homework/teacher observation/projects		
activities, worksheets, whiteboards	;			
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 ,jump a thon community service project, Fire Prevention assembly			
Resources				
	w.pecentral.org, https://classroom.kidshealth.ce/health-lessons, http://www.learntobehealthy			
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	

#### 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?

his unit plan	, the following 21 <sup>st</sup> Century themes and sl	kills are add	ressed:	
Check all that apply.		Indicate whether these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b> -Assessed in this unit by marking <b>E T, A</b> on the line before the appropriate skill. <b>21<sup>st</sup> Centur y Skills</b>		
21 <sup>st</sup> Centur y Themes				
	Global Awareness	E, T	Critical Thinking & Problem Solving	
	Environmental Literacy	E, T	Creativity and Innovation	
х	Health Literacy	Е, Т	Collaboration, Teamwork and Leadership	
	Civic Literacy	E	Cross-Cultural and Interpersonal Communication	
	Financial, Economic, Business and	E, T	Communication and Media Fluency	
Entrepreneurial Literacy			Accountability, Productivity and Ethics	
his unit plan	, the following Career Ready Practices are	e addressed:		
dicate whethe	er these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b>	I-Assessed in t	his unit by marking <b>E, T, A</b> 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			

ī					
CRP10. Plan ed	CRP10. Plan education and career paths aligned to personal goals				
CRP11. Use te	technology to enhance productivity				
CRP12. Work	productively in teams while using cultural glob	al competence			
		s acquire as a result of this unit? What should they eventually			
be able to do as a result of such kn	owledge and skill?)				
Students will know		Students will be able to (do)			
Definition of a drug		Explain what it means to make a decision			
Examples of drugs and differences	between good and bad drugs	Determine why we use medicines when we are not feeling well.			
Safe use of medicines		Identify the harmful effects that tobacco could have on personal			
Dangers and effects of smoking		hygiene, health and safety			
Refusal skills					
Assessment Evidence:					
Performance Tasks:		Other Assessment Measures:			
Ability to complete classroom gam	es, computer activities, small group	Quizzes/homework/teacher observation/projects			
activities, worksheets, whiteboard	s				
Teaching and Learning Acti	ons: (What learning experiences and instruc	ction will enable students to achieve the desired results?			
Consider how will the design will:  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				

Content Area:	Health	Grade(s) K
Unit Plan Title:	Unit 3: Wellness	

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.

Farantial Occasion	/ . / \Ath t	£4	and antending and transfer of learning)			
	<u> </u>	<u> </u>	y, 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?					
	sn your teeth correctly? ess for various weather conditions?					
now should rure	ess for various weather conditions:					
In this unit plan,	the following 21 <sup>st</sup> Century themes and s	kills are add	ressed:			
	Check all that apply.		nether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> ,			
2	4 <sup>St</sup> Continue Thomas	<b>T, A</b> on the	line before the appropriate skill.			
2	1 <sup>st</sup> Centur y Themes		21 <sup>st</sup> Centur y Skills			
	Global Awareness	E, T	Critical Thinking & Problem Solving			
	Environmental Literacy	E, T	Creativity and Innovation			
Х	Health Literacy	E, T	E, T Collaboration, Teamwork and Leadership			
	Civic Literacy	E	Cross-Cultural and Interpersonal Communication			
	Financial, Economic, Business and	E, T	Communication and Media Fluency			
	Entrepreneurial Literacy		Accountability, Productivity and Ethics			
In this unit plan,	the following Career Ready Practices ar	e addressed:				
Indicate whether	r these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b>	<b>4</b> -Assessed in t	this unit by marking <b>E, T, A</b> on the line before the appropriate skill.			
E	CRP1. Act as a responsible and contr	ributing citize	en and employee			
E,T,A	CRP2. Apply appropriate academic a	and technica	l skills			
Е,Т, А	CRP3. Attend to personal health and	l financial we	ell-being			
E, T, A	CRP4. Communicate clearly and effe	ectively with	reason			
	CRP5. Consider the environmental, s	-				
E	CRP6. Demonstrate creativity and in		·			
			•			
	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					
	chnology to enhance productivity productively in teams while using cultural glob	al competence			
Student Learning Goals/Objectives be able to do as a result of such kn		acquire as a result of this unit? What should they eventually			
Students will know Steps for personal hygiene and pers Disease prevention and spread How to care for teeth Parts of "My Plate" How to choose healthy foods Parts of the body as related to phys Assessment Evidence:	ical activity	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			
activities, worksheets, whiteboard		teacher observation			
Teaching and Learning Acti Instructional Strategies and Activities *D					
	tps://jr.brainpop.com/, http://www.pecentral.o e/health-lessons, http://www.learntobehealthy				
Suggested Time Frame: 4 lessons					

Content Area:	Health	Grade(s) K
Unit Plan Title:	Unit 4: Family Life	

#### 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 21st Century themes and skills are addressed:

2:	Check all that apply.  21 <sup>st</sup> Centur y Themes		Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> , <b>T</b> , <b>A</b> on the line before the appropriate skill. <b>21</b> <sup>st</sup> <b>Centur y Skills</b>			
	Global Awareness	E,T	Critical Thinking & Problem Solving			
	Environmental Literacy	Е, Т	Creativity and Innovation			
х	Health Literacy	E,T	Collaboration, Teamwork and Leadership			
	Civic Literacy	E	Cross-Cultural and Interpersonal Communication			
	Financial, Economic, Business and	E, T	Communication and Media Fluency			
	Entrepreneurial Literacy		Accountability, Productivity and Ethics			
•	the following Career Ready Practices are these skills are E-Encouraged, T-Taught, or A-		his unit by marking <b>E, T, A</b> on the line before the appropriate skill.			
E	CRP1. Act as a responsible and contrib	buting citize	n and employee			
E,T, A	CRP2. Apply appropriate academic ar	CRP2. Apply appropriate academic and technical skills				
E, T, A	CRP3. Attend to personal health and f	financial we	ell-being			
E, T, A	CRP4. Communicate clearly and effect	CRP4. Communicate clearly and effectively with reason				
l	CRP5. Consider the environmental, so	cial and eco	onomic impacts of decisions			
E	CRP6. Demonstrate creativity and inr	novation				
	CRP7. Employ valid and reliable resea	arch strateg	ies			
	CRP8. Utilize critical thinking to make	sense of pr	oblems and persevere in solving them			
	CRP9. Model integrity, ethical leaders	ship and eff	ective management			
	CRP10. Plan education and career par	ths aligned	to personal goals			
E	CRP11. Use technology to enhance pr	roductivity				

CRP12. Work p	productively in teams while using cultural glob	al competence		
<b>Student Learning Goals/Objectives</b>	: (What key knowledge and skills will student	s acquire as a result of this unit? What should they eventually		
be able to do as a result of such known	owledge and skill?)			
Students will know		Students will be able to (do)		
Definition of a family and roles of v	various family members and responsibilities	Identify what decisions we make as families		
Basic gender similarities		Describe the roles and responsibilities of family members in		
Steps to solve a problem		different types of families both locally and globally		
		Identify the similarities between boys and girls		
Assessment Evidence:				
Performance Tasks:		Other Assessment Measures:		
Ability to complete classroom game	es, computer activities, small group	Quizzes/homework/teacher observation/projects		
activities, worksheets, whiteboards	S			
Teaching and Learning Acti	ons: (What learning experiences and instru	ction will enable students to achieve the desired results?		
Instructional Strategies and Activities D	Consider how will the design will: Brainstorming, graphic organizer, posters, go storytelling	ames, videos(extended activities)role playing problem solving,		
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			

### **Curriculum Map- Health K-2**

Kindergarten t	hrough 2 <sup>nd</sup> Grade	K	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Health Curricu</b>	lum			
2.1 Wellnes	s: All students will acquire health promotion concepts lifestyle.	and skills	to support a he	althy, active
A. Personal Gre	owth 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).	<b>&lt;</b>		
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).	<b>*</b>		
	Health-enhancing behaviors contribute	to wellnes	S.	
2.1.2.A.1	Explain what being "well" means and identify self-care practices that support wellness.		<b>✓</b>	<b>~</b>
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.		<b>~</b>	<b>✓</b>
B. Nutrition				
Developing t	he knowledge and skills necessary to make nutritious	food choic	ces promotes he	althy 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).	<b>&lt;</b>		
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).	v ntributos	to wallness	
2.1.2.B.1	Choosing a balanced variety of nutritious foods con Explain why some foods are healthier to eat than others.	inti ibutes	₩eiiiless.	<b>~</b>

				1
2.1.2.B.2	Explain how foods on MyPlate differ in nutritional content		<b>✓</b>	
	and value.		<b>.</b>	•
2.1.2.B.3	Summarize information about food found on product			
	labels.			•
C. Diseases an	d 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).			
Knov	vledge about diseases and disease prevention promote	s health-ei	nhancing behav	iors.
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		<u> </u>	
	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 p	ersonal 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	. 4	. 4	. 4
	meaning (e.g., red light, stop sign, poison symbol, etc.).	✓	<b>✓</b>	<b>~</b>
2.1.P.D.3	Identify community helpers who assist in maintaining a	. 4	. 4	. 4
2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.	<b>✓</b>	<b>✓</b>	<b>✓</b>
	safe environment.	<b>*</b>	<u> </u>	<b>✓</b>
2.1.P.D.4	safe environment.  Know how to dial 911 for help.	<b>→</b>	<b>Y</b>	<b>Y</b>
2.1.P.D.4	safe environment.  Know how to dial 911 for help.  Jsing personal safety strategies reduces the number of	<b>→</b>	✓ ✓ self and others	<b>✓</b>
2.1.P.D.4	safe environment.  Know how to dial 911 for help.  Jsing personal safety strategies reduces the number of Identify ways to prevent injuries at home, school, and in	<b>→</b>	self and others	· ·
2.1.P.D.4	safe environment.  Know how to dial 911 for help.  Jsing personal safety strategies reduces the number of	<b>→</b>	self and others	· · · · · · · · · · · · · · · · · · ·

2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.	~	<b>~</b>	
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety		✓	<b>✓</b>
	motional Health	·		
Many	y factors at home, school, and in the community impac	t social and	d emotional he	alth.
2.1.2.E.1	Identify basic social and emotional needs of all people.		✓	<b>✓</b>
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.		<b>✓</b>	<b>~</b>
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.			~
2.2 Integra	ated Skills: All students will develop and use personal a healthy, active lifestyle	and interpe	ersonal skills to	support a
A. Interpersona	al Communication			
Effective	e communication may be a determining factor in the or situations.	utcome of I	nealth- and saf	ety-related
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.	<b>~</b>	<b>~</b>	<b>~</b>
B. Decision-Ma	king and Goal Setting	·		•
	Effective decision-making skills foster healthie	r lifestyle c	hoices.	
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.	<b>✓</b>	<b>~</b>	<b>✓</b>
2.2.2.B.2	Relate decision-making by self and others to one's health.	<b>✓</b>	<b>✓</b>	~
2.2.2.B.3				

2.2.2.B.4	Select a personal health goal and explain why setting a			<b>J</b>
	goal is important.			•
C. Character De				
Character t	raits are often evident in behaviors exhibited by indiv	iduals wh	en interacting w	ith others.
2.2.2.C.1	Explain the meaning of Character and how it is reflected in		<b>&gt;</b>	
	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.			_
). Advocacy an	d Service			
Service p	rojects provide an opportunity to have a positive imp	act on the	e lives of self and	l others.
2.2.2.D.1	Determine the benefits for oneself and others of	<b>4</b>		
	participating in a class or school service activity.	•	<b>V</b>	_
. Health Service	es and Information			
Developing	an awareness of potential hazards in the environmen	t impacts	personal health	and safety.
2.2.P.E.1	Identify community helpers who assist in maintaining a			
	safe environment.	•	_	•
Knowing h	ow to locate health professionals in the home, at sch	ool, and ir	the community	assists in
	addressing health emergencies and obtaining re			
2.2.2.E.1	Determine where to access home, school, and community			
	health professionals.	•	_	•
2.3 Drugs and N	dedicines: All students will acquire knowledge about	alcohol, to	bacco, other dru	ugs, and
	apply these concepts to support a healthy, active lifes		,	<b>3</b> ,
. Medicines	<u>, , , , , , , , , , , , , , , , , , , </u>			
Medicines	come in a variety of forms (prescription medicines, ov	er-the-co	unter medicines	. medicinal
	), are used for numerous reasons, and should be taken			
Supplements	effective.	n as an cc	ted iii order to b	c sare and
2.3.2.A.1	Explain what medicines are and when some types of	. 4		4
	medicines are used.	<b>~</b>	<b>~</b>	<b>~</b>
2.3.2.A.2	Explain why medicines should be administered as directed.			
	Explain why incurcines should be administered as directed.	<b>✓</b>	<b>✓</b>	<b>~</b>
. Alcohol, Toba	acco, and Other Drugs			

2.3.2.B.1	Identify ways that drugs can be abused.			<b>✓</b>
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.	~	<b>✓</b>	<b>✓</b>
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.		✓	<b>✓</b>
2.3.2.B.4	Identify products that contain alcohol		<b>✓</b>	<b>✓</b>
2.3.2.B.5	List substances that should never be inhaled and explain why.		✓	<b>✓</b>
C. Dependency	Addiction and Treatment	L		1
	Substance abuse is caused by a variety	of factors.	i	
2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.			~
There a	re many ways to obtain help for treatment of alcohol, problems.	tobacco, a	nd other substa	ince abuse
2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.		<b>✓</b>	~
and social as	lationships and Sexuality: All students will acquire know spects of human relationships and sexuality and apply active lifestyle.			
A. Relationships				
	he family unit encompasses the diversity of family for	rms in con	temporary soci	ety.
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.	<b>~</b>	<b>~</b>	<b>~</b>
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.	<b>✓</b>	<b>✓</b>	~
2.4.2.A.3	Determine the factors that contribute to healthy relationships.			<b>→</b>
B. Sexuality				

	Gender-specific similarities and differences exist between males and females					
2.4.2.B.1	2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.					
C. Pregnancy a	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

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#### **Introduction**

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

#### **Course Description**

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

UNIT TITLE	ENDURING UNDERSTANDINGS	<u>NJSLS</u>	TIMEFRAME
10- Movement	Students will be able to move in activity area and on	2.5.2.A	
Education/Rhythm	playground safely. Perform locomotor movements	2.5.2.A	14 classes
	individually and activities demonstrating spacial awareness	2.6.2.A	
	and body awareness. Limited experience due to age, will	2.5.2.C	
	necessitate practice in many activities to master skill.		
11- Wellness	Students will be able to perform various exercises and warm –	2.6.2.A	14 classes
	up activities.to improve overall fitness. Students will discover	2.1.2.A	
	how exercise, nutrition and a healthy lifestyle improve overall	2.1.2.B	
	quality of life. Limited experience due to age will necessitate	2.1.2.C	
	practice in many activities to master skill.	2.2.2.B	
		2.5.2.C	
12- Manipulative Skills	Students will be able to perform various ball skills	2.5.P.A	16 classes
	demonstrating proper hand and body position. Students will	2.5.2.A	
	discover how these skills are basis for lifetime physical	2.5.2.C	
	activities. Limited experience due to age will necessitate practice in many activities to master skill.	2.6.2.A	
13- Movement	Students will be able to move in activity area safely. Perform	2.5.P.A	14 classes
Locomotor/Non-	locomotor and non-locomotor movements individually and	2.5.2.A	
locomotor Skills	activities demonstrating spacial awareness and body	2.5.2.C	
	awareness. Limited experience due to age will necessitate	2.6.2.A	
	practice in many activities to master skill.		
14- Lifetime/Cooperative	Students will be able to move in activity area safely. Perform	2.5.2.A	
Activities	class skills learned in small group and large group games and	2.5.2.B	8 classes
	activities. Activities will allow practice of skills learned and	2.5.2.C	
	well as introduce students to lifetime activities. Limited	2.6.2.A	
	experience due to age will necessitate practice in many		
	activities to master skill.		

Content Area:	Physical Education	Grade(s) 1	
Unit Plan Title:	Unit 1: Movement Education/ Rhythm		

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 21<sup>st</sup> 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. 21st Centur y Themes 21st Centur y Skills **Global Awareness Critical Thinking & Problem Solving Environmental Literacy Creativity and Innovation** E, T **Health Literacy** E, T, Collaboration, Teamwork and Leadership Α **Cross-Cultural and Interpersonal Communication Civic Literacy** Ε Financial, Economic, Business **Communication and Media Fluency** and Entrepreneurial Literacy **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. CRP1. Act as a responsible and contributing citizen and employee Ε **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

i						
CRP9. Model in	RP9. Model integrity, ethical leadership and effective management					
CRP10. Plan ed	CRP10. Plan education and career paths aligned to personal goals					
CRP11. Use ted	chnology to enhance productivity					
E, T CRP12. Work p	productively in teams while using cultural glo	obal competence				
Student Learning Goals/Objectives	: (What key knowledge and skills will stude	nts acquire as a result of this unit? What should they eventually				
be able to do as a result of such known	owledge and skill?)					
Students will know		Students will be able to (do)				
How to use playground apparatus.		Demonstrate appropriate control while moving in personal and				
How to jump rope		general space.(i.e. game, physical activity, dance				
How to perform various locomotor	skills	Explain and demonstrate how basic movement and safety play a				
How to incorporate these moveme	nt skills in various activities.	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:		Other Assessment Measures:				
Ability to follow rules, classroom ad	ctivities, individual, partner and group	Teacher observation, participation, skill grade				
activities.						
Teaching and Learning Acti	ons: (What learning experiences and insti	ruction will enable students to achieve the desired results?				
Instructional Strategies and Activities *D	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,					
Resources	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					

Content Area:	Physical Education	Grade(s) 1
Unit Plan Title:	Unit 2: Wellness	

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	r inguir	y, understanding, and transfer of learning?)	
Why do we exercise?	•	•	,	
What types of exercise will improve musc	ılar strength?			
What types of exercise improve flexibility?				
What types of exercises will improve endu				
Why is choosing food with good nutritions	•			
Why do we need to follow rules when exe	•			
What is a fitness goal and how can I achiev	•			
How can our family, friends and technolog	y affect our decision t	to lead	a nealthy lifestyle?	
In this unit plan, the following 21 <sup>st</sup> Centur	y thomas and skills a	ro addr	escod.	
Check all that apply.	_		ether these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b> -Assessed in this unit by marking <b>E,</b> line before the appropriate skill.	
21 <sup>st</sup> Centur y Themes	,,,	21 <sup>st</sup> Centur y Skills		
Global Awareness		Critical Thinking & Problem Solving		
Environmental Literac	,	E, T	Creativity and Innovation	
X Health Literacy		Ε, Τ,	Collaboration, Teamwork and Leadership	
1.00.00,		Α		
Civic Literacy	1 1	E	Cross-Cultural and Interpersonal Communication	
Financial, Economic, B			Communication and Media Fluency	
Entrepreneurial Litera	cy	Accountability, Productivity and Ethics		
In this unit plan, the following Career Rea	dy Practices are addr	ressed:		
Indicate whether these skills are <b>E</b> -Encourage	ed, <b>T-</b> Taught, or <b>A</b> -Asses	ssed in ti	his unit by marking <b>E, T, A</b> on the line before the appropriate skill.	
E CRP1. Act as a respo	nsible and contributin	ng citize	en and employee	
E, T, A CRP2. Apply appropr	E, T, A CRP2. Apply appropriate academic and technical skills			

E, T	CRP3. Attend to personal health and financial well-being	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 in	npacts of decisions		
	CRP6. Demonstrate creativity and innovation			
	CRP7. Employ valid and reliable research strategies			
	CRP8. Utilize critical thinking to make sense of problems a	nd persevere in solving them		
Ⅱ ├──	<b>–</b>	·		
Ⅱ	CRP9. Model integrity, ethical leadership and effective ma	·		
Ⅱ	CRP10. Plan education and career paths aligned to persona	al goals		
II	CRP11. Use technology to enhance productivity			
E, T	CRP12. Work productively in teams while using cultural gl	obal competence		
Student Learnin	g Goals/Objectives: (What key knowledge and skills will stude	nts 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 kn	Students will know Students will be able to (do)			
What exercise is	and why it is beneficial	Develop decision making skills that promote participation in		
How various exe	ercises are beneficial to our bodies	moderate to vigorous age-appropriate physical activities.		
How to improve	muscular strength, flexibility and endurance.	Explain what it means to be physically fit and how moderate to		
How people and	l information in the world we live, can affect our health	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 Evid	dence:			
Performance Ta	Performance Tasks: Other Assessment Measures:			

Ability to follow rules, classroom acactivities.	ctivities, individual, partner and group	Teacher observation, participation, skill grade				
Teaching and Learning Acti	ons: (What learning experiences and instru	ction will enable students to achieve the desired results?				
Instructional Strategies and Activities D		touches, push-up, upper body strength activities, jump heart rate, Presidential Physical Fitness Program				
Resources	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					

Content Area:	Physical Education	Grade(s) 1
Unit Plan Title:	Unit 3: Manipulative Skills	

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.

Essent	Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)				
How c	How can you kick a ball effectively?				
	•	hand throw a ball correctly?			
	•	and throw a ball correctly?			
	•	a ball with an object correctly?			
	•	pall correctly?			
	•	e a ball correctly?			
	o you dribbl				
How d	o you strike	a stationary ball with a bat?			
In this	unit plan, th	ne following 21 <sup>st</sup> Century themes and s	kills a	re addr	essed:
	(	Check all that apply.			ether these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b> -Assessed in this unit by marking <b>E,</b>
	2.5	st Co. J. The sec	T, A	<b>4</b> on the l	line before the appropriate skill.
	21	<sup>it</sup> Centur y Themes			21 <sup>st</sup> Centur y Skills
		Global Awareness			Critical Thinking & Problem Solving
		Environmental Literacy		E, T	Creativity and Innovation
	х	Health Literacy		E, T,	Collaboration, Teamwork and Leadership
				Α	
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication
		Financial, Economic, Business and			Communication and Media Fluency
		Entrepreneurial Literacy			Accountability, Productivity and Ethics
In this	unit plan, th	ne following Career Ready Practices are	e add	ressed:	
Indic	ate whether t	hese skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b>	<b>4</b> -Asse.	ssed in tl	his unit by marking <b>E, T, A</b> 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 in	CRP5. Consider the environmental, social and economic impacts of decisions			
CRP6. Demonstrate creativity and innovation	CRP6. Demonstrate creativity and innovation			
CRP7. Employ valid and reliable research strategies				
CRP8. Utilize critical thinking to make sense of problems a	nd persevere in solving them			
	·			
CRP9. Model integrity, ethical leadership and effective ma	anagement			
CRP10. Plan education and career paths aligned to person	al goals			
CRP11. Use technology to enhance productivity				
E, T CRP12. Work productively in teams while using cultural g	obal competence			
Student Learning Goals/Objectives: (What key knowledge and skills will stude	nts 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	Safely demonstrate basic throwing and catching skills that			
How to kick and dribble a soccer ball.	develop coordination.			
How to underhand, overhand and roll a ball to a partner accurately.	Demonstrate various movement and manipulative skills (throw,			
How to strike a stationary object.	catch) with developmentally appropriate control during games,			
How to shoot a ball at a target.	dance, and physical activity			
How to maintain balance while performing activities.	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:				
Performance Tasks:	Other Assessment Measures:			
Ability to follow rules, classroom activities, individual, partner and group	Teacher observation, participation, skill grade			
activities.				
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?				

	Thre
Instructional Strategies and	Part
Activities	
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

#### 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

Content Area:	Physical Education	Grade(s) 1
Unit Plan Title: Unit 4: Movement Locomotor/Non-locomotor Skills		

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?)					
	ve at different levels changing speed, for			,, unaciotamania, una transier en leanning. ,	
•	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 21 <sup>st</sup> Century themes and skills are addressed:					
Check all that apply.		Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> ,			
		<b>T, A</b> on the line before the appropriate skill.			
2	1 <sup>st</sup> Centur y Themes	21 <sup>st</sup> Centur y Skills			
	Global Awareness			Critical Thinking & Problem Solving	
	Environmental Literacy		E, T	Creativity and Innovation	
х	Health Literacy		E, T, A	Collaboration, Teamwork and Leadership	
	Civic Literacy		E	Cross-Cultural and Interpersonal Communication	
	Financial, Economic, Business and			Communication and Media Fluency	
	Entrepreneurial Literacy			Accountability, Productivity and Ethics	
In this unit plan,	the following Career Ready Practices are	e ado	dressed:		
Indicate whether	r these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b>	<b>\</b> -Asse	essed in t	his unit by marking <b>E, T, A</b> on the line before the appropriate skill.	
E	CRP1. Act as a responsible and contri	ibuti	ng citize	n and employee	
E, T, A	CRP2. Apply appropriate academic and technical skills				
E, T					
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 ed	ucation and career paths aligned to persona	goals			
	CRP11. Use te	chnology to enhance productivity				
E, T						
Student Learning (	dent 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	v		Students will be able to (do)			
How to play tag go	ames.		Demonstrate changes in time, force, and flow while moving in			
How to perform be	asic gymnastic ro	lls and stunts	self- space. (e.g. stretching, curling)			
How to move at di	ifferent rates of s	peed and force	Demonstrate basic activity and safety rules and explain how they			
How to perform be	asic Yoga moves		contribute to stationary movement (e.g. twisting, curling) in a			
			safe environment.			
Assessment Evider	nce:					
Performance Tasks	s:		Other Assessment Measures:			
Ability to follow ru	ıles, classroom a	ctivities, individual, partner and group	Teacher observation, participation, skill grade			
activities.						
Teaching ar	nd Learning Acti	ons: (What learning experiences and inst	ruction 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, both 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 Fra	uggested Time Frame: 14 classes					

Content Area: Physical Education Grade(s) 1		Grade(s) 1
Unit Plan Title: Unit 5: Lifetime/Cooperative Activities		

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. 21st Centur y Themes 21<sup>st</sup> Centur y Skills Global Awareness **Critical Thinking & Problem Solving Environmental Literacy** E, T **Creativity and Innovation** Health Literacy E, T, Collaboration, Teamwork and Leadership Α Civic Literacy **Cross-Cultural and Interpersonal Communication** Financial, Economic, Business and **Communication and Media Fluency** Entrepreneurial Literacy **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. Ε 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	RP5. Consider the environmental, social and economic impacts of decisions			
		CRP6 Demons				
			Demonstrate creativity and innovation			
			nploy valid and reliable research strategies			
		CRP8. Utilize cr	8. Utilize critical thinking to make sense of problems and persevere in solving them			
		CRP9. Model ir	P9. Model integrity, ethical leadership and effective management			
		CRP10. Plan ed	10. Plan education and career paths aligned to personal goals			
		CRP11. Use tec	hnology to enhance productivity			
	E, T	CRP12. Work p	roductively in teams while using cultural glob	al competence		
Studer	nt Learning G	oals/Objectives:	(What key knowledge and skills will students	acquire as a result of this unit? What should they eventually		
be abl	e to do as a r	esult of such kno	owledge and skill?)			
Studer	Students will know			Students will be able to (do)		
How to	o play soccer	game		Explain and demonstrate the roles of offensive and defensive		
How to	o perform ba	ll skills in lead-u <sub>l</sub>	o games	players and the impact they have during game play.		
How to	o strike statio	onary object in t-	ball game	Demonstrate good sportsmanship in games or other activities		
Perfor	m various re	lay activities in c	ooperative activities	Compare and contrast cooperative versus competitive strategies		
The im	nportance of	a community ser	vice project	in games, sports, and movement activities		
Assess	ment Eviden	ce:				
Perfor	mance Tasks	:		Other Assessment Measures:		
Ability	Ability to follow rules, classroom activities, individual, partner and group			Teacher observation, participation, skill grade		
activit	activities.					
	Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?					
Ins D	Soccer, Basketball, T-ball skills, relays field day activities, ball skills throwing, catching, tossing, rolling games, (bowling, ring toss, hopscotch) Kick ball, tag games with ball skills, Jump a thon community servent		•			

#### 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

## **Curriculum Map- Physical Education**

Kindergarten t	hrough 2 <sup>nd</sup> Grade	K	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
Physical Educa	tion Curriculum			
	l Development: All students will utilize safe, efficient, a maintain a healthy, active lifesty		tive movement t	o develop and
	Skills and Concepts			
Developing co	mpetence and confidence in gross and fine motor skills in physical activities.	provides	s a foundation fo	r participatio
2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	<b>✓</b>	~	~
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).		<b>✓</b>	<b>~</b>
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).	<b>~</b>	~	<b>~</b>
Understanding	of fundamental concepts related to effective executio		-	foundation fo
	participation in games, sports, dance, and recre	eational a	ctivities.	
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).	<b>~</b>	<b>✓</b>	<b>~</b>
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.	<b>~</b>	<b>✓</b>	<b>~</b>
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>V</b>	<b>✓</b>	<b>✓</b>
B. Strategy				

Teamwo	ork consists of effective communication and other inte	ractions be	tween team m	embers.		
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.	s. V				
2.5.2.B.2	Explain the difference between offense and defense.	<b>✓ ✓</b>				
2.5.2.B.3	Determine how attitude impacts physical performance.			<b>✓</b>		
2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.		<b>✓</b>	<b>✓</b>		
C. Sportsmans	hip, Rules, and Safety					
	appropriate and safe behaviors while participating in a competitive events contributes to enjoymen			, and other		
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.	<b>✓</b>	✓	<b>✓</b>		
2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.					
	I students will apply health-related and skill-related fit maintain a healthy, active lifest		epts and skills t	o develop and		
	Physical Activity					
Developing co	mpetence and confidence in gross and fine motor skills	s provides a	a roundation ro	r participation		
2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	<b>✓</b>		<b>✓</b>		
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 e	nhance per	sonal health.			
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.	<b>✓</b>	<b>~</b>	<b>✓</b>		
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that	<b>→ →</b>				

	promote fitness.		
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.	<b>&gt;</b>	<



# GRADE 1 HEALTH CURRICULUM

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

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#### **Introduction**

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

#### **Course Description**

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.

 $\bullet\ Advocates\ for\ personal,\ family,\ community,\ and\ global\ wellness\ and\ is\ knowledgeable\ about\ national\ and\ international\ public\ health\ and\ safety\ issues.$ 

## Pacing Guide

<u>UNIT TITLE</u>	ENDURING UNDERSTANDINGS	<u>NJSLS</u>	<u>TIMEFRAME</u>
15- Community Health Skills	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.1 2.1.2.E.2	10 lessons
16- Alcohol, Tobacco, and Drugs	<ul> <li>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.</li> </ul>	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> <li>Students will discover proper personal health habits such as hygiene, nutrition, prevention of disease. Students will be able to identify steps to follow to achieve these goals. Limited</li> </ul>	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> <li>Students will discover that there are many variables that constitute a family. Students will examine roles of family members and how they differ. Students will 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.</li> </ul>	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:

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

Financial, Economic, Business and Entrepreneurial Literacy    E, T   Communication and Media Fluency Accountability, Productivity and Ethics   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		Civic Literacy	E	Cross-Cultural and Interpersonal Communication		
Accountability, Productivity and Ethics  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			E, T	Communication and Media Fluency		
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		Entrepreneurial Literacy		Accountability, Productivity and Ethics		
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						
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	hic unit nlan t	he following Career Ready Practices are	addroscod:			
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	• •	,				
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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		1	•	• •		
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						
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		CRP3. Attend to personal health and financial well-being				
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	E, T, A	CRP4. Communicate clearly and effectively with reason				
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		CRP5. Consider the environmental, social and economic impacts of decisions				
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	E, T, A	CRP6. Demonstrate creativity and innovation				
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		CRP7. Employ valid and reliable research strategies				
CRP10. Plan education and career paths aligned to personal goals  E, T CRP11. Use technology to enhance productivity		CRP8. Utilize critical thinking to make	sense of pr	oblems and persevere in solving them		
E, T CRP11. Use technology to enhance productivity		CRP9. Model integrity, ethical leadership and effective management				
E, T CRP11. Use technology to enhance productivity		CRP10. Plan education and career paths aligned to personal goals				
	E, I					
CRP12. Work productively in teams while using cultural global competence		CRP12. Work productively in teams while using cultural global competence				

Students will know		Students will be able to (do)			
Bus safety rules		Understand what needs, wants, and feelings are in health and			
Pedestrian, home, water, animal, Bike safety rules Safe practice for dealing with strat	, , ,	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.			
Definition of a poison Poison symbols		Understand that peers have different physical abilities Utilizes proper decision making leading to safe practices indoors			
Safety around poison  How to be a good community men  Prevention of Lyme disease  Problem solving steps	nber	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 Other Assessment Measures:					
Ability to complete classroom gam	es, computer activities, small group	Quizzes/homework/teacher observation/projects			
activities, worksheets, whiteboard	's				
Teaching and Learning Actions: (What learning experiences and instruction will enable students to achieve the desired results?					
Brainstorming, graphic organizer, posters, games, videos(extended activities)role playing refusal skills  Instructional Strategies and Activities  Activities  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, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="https://www.pecentral.org">https://www.pecentral.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pecentral.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="https://www.pinterest.com/explore/health-lessons">http://www.pinterest.com/explore/health-lessons</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="https://www.pinterest.com/explore/health-lessons">http://www.pinterest.com/explore/health-lessons</a> , <a href="https://www.pinterest.com/explore/health-lessons">http://www.pinterest.com/explore/health-lessons</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> ,					

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.  21 <sup>st</sup> Centur y Themes			ether these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b> -Assessed in this unit by marking <b>E,</b> line before the appropriate skill. <b>21<sup>st</sup> Centur y Skills</b>
H		Global Awareness Environmental Literacy	E,T E, T	Critical Thinking & Problem Solving Creativity and Innovation
Х	К	Health Literacy Civic Literacy	E,T,A	Collaboration, Teamwork and Leadership  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,1	т,А	CRP2. Apply appropriate academic and technical skills
Ε,	, Т	CRP3. Attend to personal health and financial well-being
Т,/	,А	CRP4. Communicate clearly and effectively with reason
ΙL		CRP5. Consider the environmental, social and economic impacts of decisions
E,1	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
ΙГ		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?)

be able to do as a result of such knowledge and skill?)	
Students will know	Students will be able to (do)
Definition of a drug	Determine why we use medicines when we are not feeling well.
Examples of drugs and differences between good and bad drugs	Identify how certain decisions we make may affect the way we
Danger of drug look-alikes	feel (physically/emotionally, socially, etc.)
Safe use of medicines	Determine the harmful effects of alcohol, tobacco, and other
Definition alcohol and alcoholism	drugs and how it impacts the personal wellness of the user and
Resources available for chemical dependency	nonuser.
Dangers and effects of smoking	Describe products in your environment that contain alcohol
Refusal skills	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:		Quizzes/homework/teacher observation/projects
Ability to complete classroom gam	es, computer activities, small group	
activities, worksheets, whiteboard	s	
Teaching and Learning Act	ions: (What learning experiences and instruc	ction will enable students to achieve the desired results?
Instructional Strategies and Activities D	Eg. Frog find's out game. Frog story, Video "S	ames, videos(extended activities)role playing refusal skills Squeegee learns about Drugs", Ask Before you Eat worksheet, merican Smoke out and handout, Drug Look Alike display
Resources		
	nssroom.kidshealth.org, https://www.pinterest.	ottp://www.choosemyplate.gov, www.heart.org, com/explore/healthlessons,
Suggested Time Frame:	10 lessons	

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:

	Check all that apply.  St Centur y Themes	Indicate whether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>T</b> , <b>A</b> on the line before the appropriate skill.  21 <sup>st</sup> 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	T,A	Communication and Media Fluency	
	Entrepreneurial Literacy		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 impa	acts 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 mana	agement
		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 glob	al competence
Stude	nt Learning	Goals/Objectives: (What key knowledge and skills will student	s acquire as a result of this unit? What should they eventually
be abl	e to do as a	result of such knowledge and skill?)	
Stude	nts will knov	v	Students will be able to (do)
Steps j	for personal	hygiene and personal grooming skills	Explain how healthy habits and self-help skills support wellness.
Diseas	se symptoms	s and prevention and spread	(i.e. personal hygiene, independence skills)
Parts o	of the teeth,	disease prevention, care of teeth	Investigate different foods and food groups and demonstrate an
Parts o	of "My Plate	", food groups, how to choose healthy foods	awareness of nutritional value.
Parts o	of the body (	as related to physical activity	Explain how participating in regular physical activity promotes
			overall personal wellness
Assess	sment Evide	nce:	
Perfor	mance Task	rs:	Other Assessment Measures
Ability	to complet	e classroom games, computer activities, small group	Quizzes/homework/teacher observation/projects
activit	ies, worksh	eets, whiteboards	
	Teaching a	nd Learning Actions: (What learning experiences and instru	ction will enable students to achieve the desired results?
Ins	tructional S	Brainstorming, graphic organizer, posters, garategies and	ames, 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, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a>, <a href="https://www.pecentral.org">https://www.pecentral.org</a>, <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a>, <a href="https://www.pinterest.com/explore/health-lessons</a>, <a href="ht

Suggested Time Frame:

8 lessons

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?

	ps to follow to solve a problem?		
n this unit plan,	the following 21 <sup>st</sup> Century themes and s		
2	Check all that apply. 1 <sup>st</sup> Centur y Themes		hether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E,</b> line before the appropriate skill. <b>21<sup>st</sup> Centur y Skills</b>
	Global Awareness  Environmental Literacy	E,T E,T	Critical Thinking & Problem Solving  Creativity and Innovation
х	Health Literacy	E,T	Collaboration, Teamwork and Leadership
	Civic Literacy	E	Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and	E,T	Communication and Media Fluency
	Entrepreneurial Literacy		Accountability, Productivity and Ethics
• •	the following Career Ready Practices ar		
Indicate whether	r these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b>	<b>A</b> -Assessed in t	this unit by marking <b>E, T, A</b> on the line before the appropriate skill.
E	CRP1. Act as a responsible and contr	ributing citize	en and employee
E,T,A	CRP2. Apply appropriate academic	and technica	l skills
E, T, A	CRP3. Attend to personal health and	d financial we	ell-being
E,T,A	CRP4. Communicate clearly and effe	ectively with	reason
	CRP5. Consider the environmental,	social and ec	onomic impacts of decisions
E	CRP6. Demonstrate creativity and in	nnovation	
	CRP7. Employ valid and reliable reso	earch strateg	gies
	CRP8. Utilize critical thinking to mak	ce sense of p	roblems and persevere in solving them
	CRP9. Model integrity, ethical leade	ership and ef	fective management
	CRP10. Plan education and career p	aths aligned	to nersonal goals

E CRP11. Use ted	chnology to enhance productivity	
CRP12. Work p	productively in teams while using cultural glob	al 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 known	owledge and skill?)	
Students will know		Students will be able to (do)
Definition of a family and roles of v	various family members and responsibilities	Identify when a decision needs to be made to ensure the health
Basic gender differences		of all family members
Definition of Unique and personal a	qualities that make them unique	Identify different roles that family members assume and the
Definition of feelings		responsibilities that are included
How to appropriately deal with fee	elinas	Identify the physical characteristics of both genders
Steps to solve a problem	95	Explain the factors that contribute to a mother having a healthy
<u> </u>		baby and how the mother's decisions can help or harm the baby.
Assessment Evidence:		
Performance Tasks:		Other Assessment Measures:
Ability to complete classroom game	es, computer activities, small group	Quizzes/homework/teacher observation/projects
activities, worksheets, whiteboards	S	
Teaching and Learning Acti	ions: (What learning experiences and instru	ction will enable students to achieve the desired results?
Instructional Strategies and Activities D	storytelling Eg. Reflection of me and I'm special activity, Mommy I can Learn myself (feelings)Book Al	nmes, videos(extended activities)role playing problem solving, partner modeling, I'm Glad I'm Me video, Emotion flash carts, exander Bad Day, Ask For It Problem solving partner role play, rt and discussions, Jump rope for heart jump a thon
Resources		
	ucation Curriculum, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="http://www.learntobehealthy">http://www.learntobehealthy</a>	ttp://www.pecentral.org, https://classroom.kidshealth.org, .org/kids/
Suggested Time Frame:	8 Lessons	

## **Curriculum Map- Health K-2**

Kindergarten t	:hrough 2 <sup>nd</sup> Grade	K	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Health Curricu</b>	lum			
2.1 Wellnes	s: All students will acquire health promotion concepts lifestyle.	and skills	to support a hea	althy, active
A. Personal Gr	owth 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).	<b>~</b>		
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).	<b>~</b>		
	Health-enhancing behaviors contribute	to wellnes	S.	
2.1.2.A.1	Explain what being "well" means and identify self-care practices that support wellness.		<b>✓</b>	~
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.		<b>✓</b>	~
B. Nutrition				
Developing t	the knowledge and skills necessary to make nutritious	food choic	ces promotes he	althy 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).	<b>~</b>		
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).	V	to well note	
2.1.2.B.1	Choosing a balanced variety of nutritious foods co	ntributes	to weiiness.	
Z.1.Z.D.1	Explain why some foods are healthier to eat than others.		<b>✓</b>	<b>✓</b>

2.1.2.B.2	Explain how foods on My Plate differ in nutritional		4	
Z:1:Z:D:Z	content and value.		<b>✓</b>	<b>✓</b>
2.1.2.B.3	Summarize information about food found on product			1
Z.1.Z.D.J	labels.			<b>✓</b>
C Diseases and	Health Conditions			
	Developing self-help skills and personal hygiene skills	nromotes l	healthy habits	
2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean	-	icalcity habitsi	T
2.1.7.0.1	tissues, wash hands, handle food hygienically, brush teeth,	<b>✓</b>		
	and dress appropriately for the weather).			
Know	ledge about diseases and disease prevention promote	s health-er	hancing heha	/iors
2.1.2.C.1	Summarize symptoms of common diseases and health		mancing bena	,
2.1.2.0.1	conditions.		$\checkmark$	<b>✓</b>
2.1.2.C.2	Summarize strategies to prevent the spread of common			
2.1.2.0.2	diseases and health conditions.		<b>✓</b>	<b>~</b>
2.1.2.C.3	Determine how personal feelings can affect one's wellness.			4
211121013	Determine now personal reenings can affect one s weinness.			
D. Safety				
D. Safety	an awareness of notontial bazards in the environment	t impacts n	orconal boalth	and safety
<b>Developing</b>	an awareness of potential hazards in the environment	t impacts p	ersonal health	and safety.
	Use safe practices indoors and out (e.g., wear bike helmets,	impacts p	ersonal health	and safety.
<b>Developing</b>	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in	t impacts p	ersonal health	and safety.
<b>Developing</b>	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	t impacts p	ersonal health	and safety.
Developing 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).	t impacts p	ersonal health	and safety.
<b>Developing</b>	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).  Develop an awareness of warning symbols and their	t impacts p	ersonal health	and safety.
Developing 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).  Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).	t impacts p	ersonal health	and safety.
Developing 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).  Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).  Identify community helpers who assist in maintaining a	t impacts p	ersonal health	and safety.
Developing 2.1.P.D.1  2.1.P.D.2  2.1.P.D.3	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).  Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).  Identify community helpers who assist in maintaining a safe environment.	t impacts p	ersonal health	and safety.
Developing 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).  Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).  Identify community helpers who assist in maintaining a	t impacts p	ersonal health	and safety.
Developing 2.1.P.D.1  2.1.P.D.2  2.1.P.D.3  2.1.P.D.4	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).  Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).  Identify community helpers who assist in maintaining a safe environment.  Know how to dial 911 for help.	<b>Y Y Y Y Y Y</b>	<b>Y Y Y Y Y</b>	✓ ✓ ✓
Developing 2.1.P.D.1  2.1.P.D.2  2.1.P.D.3  2.1.P.D.4	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).  Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).  Identify community helpers who assist in maintaining a safe environment.  Know how to dial 911 for help.	✓ ✓ ✓ injuries to	<b>Y Y Y Y Y</b>	✓ ✓ ✓
Developing 2.1.P.D.1  2.1.P.D.2  2.1.P.D.3  2.1.P.D.4	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).  Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).  Identify community helpers who assist in maintaining a safe environment.  Know how to dial 911 for help.	<b>Y Y Y Y Y Y</b>	<b>Y Y Y Y Y</b>	✓ ✓ ✓

2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.	~	<b>✓</b>	
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety		<b>~</b>	<b>~</b>
	notional Health			
Many	factors at home, school, and in the community impac	t social and	d emotional he	alth.
2.1.2.E.1	Identify basic social and emotional needs of all people.		<b>~</b>	<b>✓</b>
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.		<b>✓</b>	~
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.			~
2.2 Integra	ted Skills: All students will develop and use personal a healthy, active lifestyle	and interpe	ersonal skills to	support a
A. Interpersona	Il Communication			
Effective	communication may be a determining factor in the or situations.	utcome of h	nealth- and saf	ety-related
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.	<b>✓</b>	<b>~</b>	<b>~</b>
B. Decision-Ma	king and Goal Setting			
	Effective decision-making skills foster healthie	r lifestyle c	hoices.	
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.	<b>✓</b>	<b>~</b>	<b>✓</b>
2.2.2.B.2	Relate decision-making by self and others to one's health.	<b>~</b>	✓	~
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.		<b>→</b>	

2.2.2.B.4	Select a personal health goal and explain why setting a			
	goal is important.			<b>Y</b>
C. Character De				
Character t	traits are often evident in behaviors exhibited by indiv	iduals wh	en interacting w	ith 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 ar	nd Service			
Service	projects provide an opportunity to have a positive imp	oact on the	e lives of self and	l others.
2.2.2.D.1	Determine the benefits for oneself and others of			
	participating in a class or school service activity.	•	_	_
. Health Servi	ces and Information			
Developing	an awareness of potential hazards in the environmen	t impacts	personal health	and safety.
2.2.P.E.1	Identify community helpers who assist in maintaining a			
	safe environment.	•	<b>V</b>	•
Knowing I	now to locate health professionals in the home, at sch	ool, and ir	the community	assists in
	addressing health emergencies and obtaining r			
2.2.2.E.1	Determine where to access home, school, and community			
	health professionals.	•	<b>V</b>	•
2.3 Drugs and	Medicines: All students will acquire knowledge about	alcohol, to	bacco, other dr	igs, and
	apply these concepts to support a healthy, active lifes		•	<b>.</b>
A. Medicines	11 / 1/			
Medicines	come in a variety of forms (prescription medicines, ov	ver-the-co	unter medicines	, medicinal
	s), are used for numerous reasons, and should be take			
опристения	effective.	45 4 66		
2.3.2.A.1	Explain what medicines are and when some types of	. 4		. 4
	medicines are used.	<b>~</b>	<b>~</b>	<b>~</b>
2.3.2.A.2	Explain why medicines should be administered as directed.	<b>✓</b>	<b>✓</b>	
		<b>-</b>		
) Alcohal Tab	acco and Other Druge			
B. Alcohol, Tob	acco, and Other Drugs Use of drugs in unsafe ways is dangerous	and barre	.fl	

2.3.2.B.1	Identify ways that drugs can be abused.			<u> </u>
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.	~	<b>✓</b>	<b>✓</b>
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.		✓	<b>✓</b>
2.3.2.B.4	Identify products that contain alcohol		✓	<b>✓</b>
2.3.2.B.5	List substances that should never be inhaled and explain why.		<b>✓</b>	<b>✓</b>
C. Dependency	/Addiction and Treatment	,		1
	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 a	re many ways to obtain help for treatment of alcohol, problems.	tobacco, a	and other substa	nce abuse
2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.		<b>~</b>	<b>✓</b>
and social as	lationships and Sexuality: All students will acquire kn spects of human relationships and sexuality and apply active lifestyle.			
A. Relationship				
	The family unit encompasses the diversity of family fo	rms in con	temporary socie	ety.
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.	<b>✓</b>	<b>✓</b>	~
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.	<b>✓</b>	<b>✓</b>	<b>✓</b>
2.4.2.A.3	Determine the factors that contribute to healthy relationships.			<b>✓</b>
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.			<b>~</b>
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.			<b>~</b>



# GRADE 2 PHYSICAL EDUCATION CURRICULUM

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

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#### **Introduction**

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

#### **Course Description**

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

UNIT TITLE	ENDURING UNDERSTANDINGS	<u>NJSLS</u>	TIMEFRAME
19- Movement Education/Rhythm	<ul> <li>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.</li> </ul>	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	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> <li>Students will be able to perform various ball skills demonstrating proper hand and body position. Students will discover how these skills are basis for lifetime physical activities. Limited experience due to age will necessitate practice in many activities to master skill.</li> </ul>	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> <li>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.</li> </ul>	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/Cooperativ e Activities	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	

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 mov	ve at different levels changing speed, forc	ce. rhythm c	reatively?	
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 21 <sup>st</sup> Century themes and sk			
	Check all that apply.		hether these skills are <b>E</b> -Encouraged, <b>T</b> -Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> , line before the appropriate skill.	
21 <sup>st</sup> Centur y Themes  21 <sup>st</sup> Centur y Skills				
	Global Awareness		Critical Thinking & Problem Solving	
	Environmental Literacy	E, T	Creativity and Innovation	
х	Health Literacy	E, T, A	Collaboration, Teamwork and Leadership	
	Civic Literacy	E	Cross-Cultural and Interpersonal Communication	
	Financial, Economic, Business and		Communication and Media Fluency	
	Entrepreneurial Literacy		Accountability, Productivity and Ethics	
n this unit plan,	the following Career Ready Practices are	addressed:		
Indicate whether	these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b>	-Assessed in t	this unit by marking <b>E, T, A</b> 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 a	nd technica	l skills	
E, T	CRP3. Attend to personal health and	financial we	ell-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 in	. Model integrity, ethical leadership and effective management			
CRP10. Plan ed	ucation and career paths aligned to personal	goals		
CRP11. Use ted	chnology to enhance productivity			
	roductively in teams while using cultural global competence			
Student Learning Goals/Objectives		our competence		
Students will know		Students will be able to (do)		
How to use playground apparatus.		Utilize refined gross motor skills in an applied setting		
How to jump rope		Understand basic gross motor skills leads to the foundation for		
How to perform various locomotor	skills	regular physical activity.		
How to incorporate these movemen	nt skills in various activities.	Corrects movement in response to feedback provided by both		
·		teachers and peers.		
		Identify and demonstrate that movement skills can be modified		
according		according to the change in music (i.e. tempo, beat, rhythm, and		
musical		musical style		
Assessment Evidence:				
Performance Tasks:		Other Assessment Measures:		
Ability to follow rules, classroom ad	ctivities, individual, partner and group	Teacher observation, participation, skill grade		
activities.				
Teaching and Learning Acti	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			
desources				
"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			

Content Area:	Physical Education	Grade(s) 2
Unit Plan Title:	Unit 2: Wellness	

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. 21st Centur y Themes 21<sup>st</sup> Centur y Skills Global Awareness **Critical Thinking & Problem Solving Environmental Literacy Creativity and Innovation** E, T Health Literacy E, T, **Collaboration, Teamwork and Leadership** Α Civic Literacy Ε **Cross-Cultural and Interpersonal Communication** 

**Communication and Media Fluency** 

**Accountability, Productivity and Ethics** 

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

Entrepreneurial Literacy

Financial, Economic, Business and

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....

What exercise is and why it is beneficial?

How various exercises are beneficial to our bodies?

How can we make healthy food choices?

How to improve muscular strength, flexibility and endurance?

How people and information in the world we live affect our health?

How can our feelings affect our health?

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		
Teaching and Learning Acti	ions: (What learning experiences and instru	ction 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 ropehigh 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			

Content Area:	Physical Education	Grade(s) 2
Unit Plan Title:	Unit 3: Manipulative Skills	

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.
- 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?				
•	derhand throw a ball correctly?				
•	erhand throw a ball correctly?				
•	ike a ball with an object correctly?				
•	I a ball correctly?				
•	unce a ball correctly?				
How do you dri	•				
How do you str	ike a stationary and moving ball with a bat	:?			
How do you str	ike a moving ball with a racket?				
How do you pe	rform volleyball set, bump, serve correctly	?			
In this unit plar	n, the following 21 <sup>st</sup> Century themes and s	kills are add	ressed:		
	Check all that apply.	Indicate wi	hether these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A-</b> Assessed in this unit by marking <b>E,</b>		
		<b>T, A</b> on the	line before the appropriate skill.		
	21 <sup>st</sup> Centur y Themes		21 <sup>st</sup> Centur y Skills		
	Global Awareness		Critical Thinking & Problem Solving		
	Environmental Literacy	E, T	Creativity and Innovation		
х	Health Literacy	E, T,	Collaboration, Teamwork and Leadership		
		Α			
	Civic Literacy	E	Cross-Cultural and Interpersonal Communication		
Financial, Economic, Business and			Communication and Media Fluency		
Entrepreneurial Literacy  Accountability, Productivity and Ethics			Accountability, Productivity and Ethics		
In this unit plan	, the following Career Ready Practices ar	e addressed:			
p.ia.	, ,				

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 kick and dribble a soccer ball.

How to underhand, overhand and roll a ball to a partner accurately.

How to strike a stationary and moving object.

How to shoot a ball at a target.

How to maintain balance while performing activities.

How to perform individual skill games using various ball skills.

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:	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 Acti	ons: (What learning experiences and instru	ction will enable students to achieve the desired results?			
Instructional Strategies and Activities 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				

Content Area:	Physical Education	Grade(s) 2
Unit Plan Title:	Unit 4: Movement Locomotor/Non-locomotor Skills	

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	on(s) : (What provocative questions will t	foste	r inquir	y, understanding, and transfer of learning?)
	ove at different levels changing speed, for			,, unaciotamania, una transier en teammigr,
How can balance and move effectively on apparatus?				
	lls to play different type tag games?			
	dy move and bend in different ways and ir	npro	ve fitnes	ss?
	the following 21 <sup>st</sup> Century themes and sl			
	Check all that apply.			nether these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b> -Assessed in this unit by marking <b>E</b> ,
		Т,	<b>A</b> on the	line before the appropriate skill.
2	1 <sup>st</sup> Centur y Themes			21 <sup>st</sup> Centur y Skills
	Global Awareness			Critical Thinking & Problem Solving
	Environmental Literacy		E, T	Creativity and Innovation
х	Health Literacy	E, T, Collaboration, Teamwork and Leadership A		
	Civic Literacy		E	Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and			Communication and Media Fluency
	Entrepreneurial Literacy			Accountability, Productivity and Ethics
In this unit plan,	the following Career Ready Practices are	e ado	dressed:	
Indicate whethe	r these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b>	<b>\</b> -Asse	essed in t	his unit by marking <b>E, T, A</b> on the line before the appropriate skill.
E	CRP1. Act as a responsible and contri	ibuti	ng citize	n and employee
E, T, A	CRP2. Apply appropriate academic a	and to	echnical	skills
E, T	CRP3. Attend to personal health and	fina	ncial we	ll-being
E, T	CRP4. Communicate clearly and effectively with reason			
	CRP5. Consider the environmental, s	ocial	and eco	onomic impacts of decisions
	CRP6. Demonstrate creativity and innovation			
	CRP7. Employ valid and reliable research strategies			

	1					
	CRP8. Utilize cr	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them				
	CRP9. Model i	RP9. Model integrity, ethical leadership and effective management				
	CRP10. Plan ed	ucation and career paths aligned to personal s	goals			
	CRP11   Ilse te	chnology to enhance productivity				
E, T						
		productively in teams while using cultural glob	al competence			
Student Learning (	• •					
Students will knov	v		Students will be able to (do)			
How to play tag g	ames.		Demonstrate movement in self- space (stationary) at different			
How to perform be	asic gymnastic ro	lls and stunts	levels, directions, and ranges while correcting movement errors			
How to move at d	ifferent rates of s	peed and force and levels to music	in response to teacher feedback.			
How to perform be	asic Yoga moves		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 Evide	nce:					
Performance Task	s:		Other Assessment Measures:			
Ability to follow ru activities.	les, classroom ac	tivities, individual, partner and group	Teacher observation, participation, skill grade			
Teaching a	nd Learning Acti	ons: (What learning experiences and instru	ction 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, Yoga						
Resources	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 Fr	ame:	14 classes				

Content Area:	Physical Education	Grade(s) 2
Unit Plan Title:	Unit 5: Lifetime/Cooperative Activities	

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 teammembers.
- 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 ac	nany activities to master skill.					
Faccutio	Essential Question(s): (What provocative questions will foster inquiry, understanding, and transfer of learning?)					
				<u> </u>		
		orm soccer dribbling skills and passing sk nd defense?	KIIIS CO	rrectly	during soccer game?	
		orm underhand and overhand throwing	and ca	atching	skills correctly?	
		orm rolling skills correctly?	and co	attimig	Skiiis Correctly:	
		a ball effectively?				
	•	orm basketball dribbling, shooting and p	assing	skills c	orrectly?	
		orm t-ball skills correctly?				
		form jump rope in a community service				
How car	n we dem	onstrate endurance, agility, strength, fle	exibilit	y and c	oordination during relays?	
		al fill a set a				
In this u	init plan,	the following 21 <sup>st</sup> Century themes and s				
		Check all that apply.			hether these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b> -Assessed in this unit by marking <b>E,</b> line before the appropriate skill.	
	21	L <sup>st</sup> Centur y Themes	1,,	4 on the	21 <sup>st</sup> Centur y Skills	
		II .		<u>.</u>		
		Global Awareness			Critical Thinking & Problem Solving	
		Environmental Literacy		E, T	Creativity and Innovation	
	х	Health Literacy		Е, Т,	Collaboration, Teamwork and Leadership	
		rieditii Literacy		L, Ι, Α	Collaboration, Teamwork and Leadership	
		11 1	lŀ		1	
		Civic Literacy		E	Cross-Cultural and Interpersonal Communication	
		Financial, Economic, Business and			Communication and Media Fluency	
		Entrepreneurial Literacy			Accountability, Productivity and Ethics	
In this u	ınit plan.	the following Career Ready Practices ar	e add	ressed:		
		· · · · · · · · · · · · · · · · · · ·			this unit by marking <b>E, T, A</b> on the line before the appropriate skill.	
	E CRP1. Act as a responsible and contributing citizen and employee					
l li	E, T, A CRP2. Apply appropriate academic and technical skills					
	•					

Performance Task	ζς·	Other Assessment Measures:		
Assessment Evidence:				
The importance of a community service project				
-	elay activities in cooperative activities	cooperative strategies when trying to attain a common goal.		
	oving object in modified baseball game	Explain and demonstrate how student attitudes affect		
	tionary object in t-ball game	impact physical performance in games or recreational activities		
How to perform b	all skills in game situation	Determine how basic safety, good sportsmanship and attitudes		
How to play a bas	sketball game	during games or recreational activities.		
How to play socce	er game	Independently transition from offensive to defensive effectively		
Students will know	<u> </u>	Students will be able to (do)		
_	result of such knowledge and skills will stude	nts acquire as a result of this unit? What should they eventually		
E, T CRP12. Work productively in teams while using cultural global competence				
	CRP11. Use technology to enhance productivity			
<del> </del>	CRP10. Plan education and career paths aligned to person	ai goais		
l <del>                                    </del>	CRP9. Model integrity, ethical leadership and effective ma	·		
	CRP8. Utilize critical thinking to make sense of problems a	nd persevere in solving them		
	CRP7. Employ valid and reliable research strategies			
	CRP6. Demonstrate creativity and innovation			
	CRP5. Consider the environmental, social and economic in	npacts of decisions		
E, T	CRP4. Communicate clearly and effectively with reason			
E, T	CRP3. Attend to personal health and financial well-being			

Ability to follow rules, classroom ad activities.	ctivities, individual, partner and group	Teacher observation, participation, skill grade		
Teaching and Learning Acti	ons: (What learning experiences and instruc	tion will enable students to achieve the desired results?		
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			

# **Curriculum Map- Physical Education**

Kindergarten t	hrough 2 <sup>nd</sup> Grade	K	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
Physical Educa	tion Curriculum			
2.5 Motor Skil	Il Development: All students will utilize safe, efficient,		ive movement t	o develop and
Movement 9	maintain a healthy, active lifest  Skills and Concepts	yie.		
	mpetence and confidence in gross and fine motor skills	s provides	a foundation fo	r narticinatio
Developing co	in physical activities.	s provides	a roundation re	participation
2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	<b>✓</b>	<b>✓</b>	<b>✓</b>
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	n of actio	ns provides the	foundation fo
_	participation in games, sports, dance, and recr			
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.	<b>~</b>	<b>~</b>	~
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.		<b>~</b>	<b>✓</b>
2.5.2.A.4	Correct movement errors in response to feedback.	<b>✓</b>	<b>✓</b>	<b>✓</b>
3. Strategy				•

Teamwo	ork consists of effective communication and other inte	ractions be	tween team m	embers.
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.	~	<b>~</b>	~
2.5.2.B.2	Explain the difference between offense and defense.	<b>✓</b>	<b>✓</b>	~
2.5.2.B.3	Determine how attitude impacts physical performance.			<b>✓</b>
2.5.2.B.4	Demonstrate strategies that enable team and group members to achieve goals.		<b>✓</b>	<b>✓</b>
C. Sportsmans	hip, Rules, and Safety			·
Practicing a	appropriate and safe behaviors while participating in a competitive events contributes to enjoymen			s, and other
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.	<b>✓</b>	<b>~</b>	<b>✓</b>
2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.	~	<b>~</b>	<b>~</b>
	l students will apply health-related and skill-related fit maintain a healthy, active lifest		epts and skills t	to develop and
	Physical Activity			
Developing co	mpetence and confidence in gross and fine motor skills in physical activities.	s provides a	a foundation fo	r participation
2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	<b>✓</b>		<b>✓</b>
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).	<b>~</b>		~
	Appropriate types and amounts of physical activity e	nhance per	sonal health.	
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.	<b>✓</b>	<b>✓</b>	~
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that		<b>→</b>	<b>→</b>

	promote fitness.		
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.	<b>&gt;</b>	<



# GRADE 2 HEALTH CURRICULUM

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

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# **Introduction**

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

# **Course Description**

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.

 $\bullet\ Advocates\ for\ personal,\ family,\ community,\ and\ global\ wellness\ and\ is\ knowledgeable\ about\ national\ and\ international\ public\ health\ and\ safety\ issues.$ 

# Pacing Guide

UNIT TITLE	ENDURING UNDERSTANDINGS	<u>NJSLS</u>	TIMEFRAME
24- Community Health Skills	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.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 2.1.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.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> <li>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.</li> </ul>	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.3 2.3.2.B.4 2.3.2.B.5 2.3.2.C.1	10 weeks

26	Wallson		2.2.2.B.1 2.2.2.B.2 2.2.2.E.1	
26-	Wellness	<ul> <li>Students will discover proper personal health habits such as hygiene, nutrition, prevention of disease. Students will be able to identify steps to follow to achieve these goals. Limited experience due to age, will necessitate foundation to be taught for students to understand necessity of good habits.</li> </ul>	2.1.2.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> <li>Students will discover that there are many variables that constitute a family. Students will examine roles of family members and how they differ. Students will 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.</li> </ul>	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	

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:

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

	Environmental Literacy	E, T	Creativity and Innovation
х	Health Literacy	E, T	Collaboration, Teamwork and Leadership
	Civic Literacy	E	Cross-Cultural and Interpersonal Communication
	Financial, Economic, Business and	E, T	Communication and Media Fluency
	Entrepreneurial Literacy		Accountability, Productivity and Ethics
his unit plan,	the following Career Ready Practices are	addressed:	
dicate whether	these skills are <b>E</b> -Encouraged, <b>T-</b> Taught, or <b>A</b> -	-Assessed in t	his unit by marking <b>E, T, A</b> 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  CRP3. Attend to personal health and financial well-being		
E, T			
Т, А	CRP4. Communicate clearly and effectively with reason		
	CRP5. Consider the environmental, social and economic impacts of decisions		
E, T, A	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

Good and bad touch

Car safety rules

Definition of a poison

**Poison symbols** 

Safety around poison

What it means to have a disability

How to be a good community member

Prevention of Lyme disease

**Problem solving steps** 

How to make others feel included

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

Express age appropriate needs, wants, and feelings in health and safety related situations (i.e. communication in different scenarios).

Explain why it is advantageous to think before acting and how those decisions impact the health of you and others. Explain how certain character traits (respect, responsibility,

trustworthiness, honesty, kindness, compassion) impact the way one feels, thinks and acts towards themselves and others.

Explain how character may be enhanced by participating in school service activities.

Demonstrate appropriate behavior when interacting with people with disabilities.

Identify ways to keep one safe at home, school and in the community to prevent injury. (e.g. fire safety, poison safety, accident prevention, pedestrian, bicycle and traffic safety, and rip current safety

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

Explain healthy ways of coping with common stressful situations experienced by children

#### **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, Kids Safe video, Frayers Bicycle safety, Fire safety, swimming safety
Kid Safety project, Miranda's home/danger, Book -Poisons Make us Sick, poison discussion project, You Can
Choose Being Friends, jump a thon community service project, Tick video,

#### Resources

Here's Looking at You 2000 Drug Education Curriculum, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a>, <a href="https://www.pecentral.org">https://www.pecentral.org</a>, <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a>, <a href="https://www.pinterest.com/explore/health-le

Suggested Time Frame:

10 weeks

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

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

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:  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. 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, <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://classroom.kidshealth.org">https://classroom.kidshealth.org</a> , <a href="https://www.pinterest.com/explore/healthlessons">http://www.learntobehealthy.org/kids/</a> , <a href="https://www.pecentral.org">http://www.pecentral.org</a>			
Suggested Time Frame:	10 lessons		

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

Content Area:	Health	Grade(s) 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: Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E**, Check all that apply. **T, A** on the line before the appropriate skill. 21st Centur y Themes 21<sup>st</sup> Centur y Skills E, T **Critical Thinking & Problem Solving Global Awareness Environmental Literacy Creativity and Innovation** E, T, **Health Literacy Collaboration, Teamwork and Leadership** T, A **Civic Literacy** Ε **Cross-Cultural and Interpersonal Communication** Financial, Economic, Business and T, A **Communication and Media Fluency Entrepreneurial Literacy 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
Т, А	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	Students will be able to (do)
Steps for personal hygiene and personal grooming skills	Explain how healthy habits and self-help skills support wellness.
Parts of the teeth, disease prevention, care of teeth	(i.e. personal hygiene, independence skills)
Disease symptoms and prevention and spread	Identify symptoms and demonstrate strategies to prevent the
Universal Precautions	spread of disease and health conditions
Correlation between emotional and physical health	Identify how feelings and actions can affect personal wellness
Parts of the body as related to physical activity	Identify body parts (i.e. heart, lungs, legs etc.) using correct
Major internal organs and their function	terminology and explain how they are supported through regular

Parts of "My Plate", food groups, ho nutrition labels	ow to choose healthy foods, meaning of	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 game activities, worksheets, whiteboards	es, computer activities, small group	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	
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, <a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a> , <a href="https://www.pecentral.org">https://www.pecentral.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinteres</a>		
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: 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. 21st Centur y Themes 21st Centur y Skills Global Awareness **Critical Thinking & Problem Solving** E,T Environmental Literacy E,T **Creativity and Innovation** Health Literacy E,T Collaboration, Teamwork and Leadership Civic Literacy Ε **Cross-Cultural and Interpersonal Communication** Financial, Economic, Business and E,T **Communication and Media Fluency** Entrepreneurial Literacy **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. Ε 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

CRP4. Communicate clearly and effectively with reason

E,T,A

	CRP5. Consider the environmental, social and economic impacts of decisions			
E	CRP6. Demons	RP6. Demonstrate creativity and innovation		
	CRP7. Employ	valid and reliable research strategies		
	• • • •	ritical thinking to make sense of problems and	d persevere in solving them	
	-	ntegrity, ethical leadership and effective mar		
l	-			
ı ⊢	CRP10. Plan ed	lucation and career paths aligned to personal	goals	
l —	CRP11. Use te	chnology to enhance productivity		
	CRP12. Work	productively in teams while using cultural glo	bal competence	
Student Learning	Goals/Objectives	: (What key knowledge and skills will studen	ts acquire as a result of this unit? What should they eventually	
be able to do as a	be able to do as a result of such knowledge and skill?)			
Students will know Students will be able to (do)				
Definition of a family and roles of various family members and responsibilities Basic gender differences		arious family members and responsibilities	Determine when a decision influences the health of oneself or other family members	
Definition of Unique and personal qualities that make them unique		ualities that make them unique	Identify different types of families and distinguish responsibilities	
Why being unique deserves special care		care	family members may assume	
Definition of feelings			Identify how making decisions can impact healthy relationships	
How to appropriat		<del>-</del>	Describe the physical similarities and differences of the genders	
	-	ow to make others feel included	Determine how other's health related decisions have an impact on a pregnant mother and the health of her unborn baby	
Steps to solve a problem on a pregnant mother and the health of her unborn baby  Assessment Evidence:				
Performance Task				
Ability to complete classroom games, computer activities, small group		es, computer activities, small group	Quizzes/homework/teacher observation/projects	
activities, worksheets, whiteboards		s		
Teaching a	nd Learning Acti	ions: (What learning experiences and instr	uction will enable students to achieve the desired results?	
			games, videos(extended activities)role playing problem solving,	
	Instructional Strategies and Activities Storytelling  Activities Eg. Gertrude's tale story and poem, All About Me project, All About Me video, Me and the Monsters problem			
Eg. Gertrade's tale story and poem, All About Me project, All About Me video, Me and the Monsters problem				

Solving activity, Rosie and Michael book and Friend activity sheet		
Resources		
Here's Looking at You 2000 Drug Education Curriculum, <a href="https://www.pecentral.org">https://www.pecentral.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pecentral.org</a> , <a href="https://www.pinterest.com/explore/health-lessons">https://www.pinterest.com/explore/health-lessons</a> ,		

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

# **Curriculum Map- Health K-2**

Kindergarten t	hrough 2 <sup>nd</sup> Grade	K	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>Health Curricu</b>	lum			
2.1 Wellnes	s: All students will acquire health promotion concepts lifestyle.	and skills	to support a he	althy, active
A. Personal Gre	owth 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).	<b>&lt;</b>		
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).	<b>&gt;</b>		
	Health-enhancing behaviors contribute	to wellnes	S.	
2.1.2.A.1	Explain what being "well" means and identify self-care practices that support wellness.		<b>✓</b>	~
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.		<b>~</b>	<b>✓</b>
B. Nutrition				
Developing t	he knowledge and skills necessary to make nutritious	food choic	ces promotes he	althy 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).	<b>&lt;</b>		
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).		to wallness	
2.1.2.B.1	Explain why some foods are healthier to eat than others.	millibutes	to weilliess. ✓	<b>✓</b>

2.1.2.B.2	Explain how foods on My Plate differ in nutritional	T		
Z.1.2.D.2	content and value.		<b>~</b>	<b>~</b>
2.1.2.B.3	Summarize information about food found on product			
2.1.2.0.3	labels.			<b>~</b>
C Diseases and	d Health Conditions			
	Developing self-help skills and personal hygiene skills	nromotes	healthy habits	
2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean	-	incurry mubicsi	
2.1.7.0.1	tissues, wash hands, handle food hygienically, brush teeth,	<b>✓</b>		
	and dress appropriately for the weather).			
Know	/ledge about diseases and disease prevention promote	s health-e	nhancing behav	viore
2.1.2.C.1	Summarize symptoms of common diseases and health		illiancing benav	
Z.1.Z.C.1	conditions.		✓	<b>✓</b>
2.1.2.C.2	Summarize strategies to prevent the spread of common	+		
Z.1.2.C.2	diseases and health conditions.		<b>✓</b>	<b>✓</b>
2.1.2.C.3	Determine how personal feelings can affect one's wellness.			
2.1.2.0.3	Determine now personal reenings can affect one's wenness.			<b>✓</b>
D. Safety		<u>t</u> _		
	an average of national barrands in the environment	t :	avecual bealth	and cafety.
	an awareness of potential hazards in the environment	t impacts p	ersonai neaith	and safety.
2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets,	<b>✓</b>	✓	<b>✓</b>
	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	<b>✓</b>	<b>✓</b>	<b>✓</b>
	meaning (e.g., red light, stop sign, poison symbol, etc.).		·	,
2.1.P.D.3	Identify community helpers who assist in maintaining a	<b>✓</b>	<b>✓</b>	<b>✓</b>
	safe environment.	·	•	·
2.1.P.D.4	Know how to dial 911 for help.	<b>✓</b>	<b>✓</b>	<b>✓</b>
U	sing personal safety strategies reduces the number of	iniuries to	self and others	)-
2.1.2.D.1	Identify ways to prevent injuries at home, school, and in		. 4	
-1161614	the community (e.g., fire safety, poison safety, accident	✓	<b>~</b>	<b>~</b>
	prevention).			
	prevention).			L

2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.	~	<b>✓</b>	
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety		✓	<b>✓</b>
	motional Health	<u>.</u>		
	y factors at home, school, and in the community impac	t social and	d emotional he	alth.
2.1.2.E.1	Identify basic social and emotional needs of all people.		<b>~</b>	<b>✓</b>
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.		<b>✓</b>	~
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.			~
2.2 Integra	ated Skills: All students will develop and use personal a healthy, active lifestyle	and interpe	ersonal skills to	support a
A. Interpersona	al Communication			
Effective	e communication may be a determining factor in the or situations.	utcome of I	nealth- and saf	ety-related
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.	<b>✓</b>	<b>~</b>	<b>✓</b>
B. Decision-Ma	king and Goal Setting			
	Effective decision-making skills foster healthie	r lifestyle c	hoices.	
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.	<b>✓</b>	<b>~</b>	<b>✓</b>
2.2.2.B.2 2.2.2.B.3	Relate decision-making by self and others to one's health.  Determine ways parents, peers, technology, culture, and	<b>✓</b>	<u> </u>	✓

2.2.2.B.4	Select a personal health goal and explain why setting a			
	goal is important.			<b>Y</b>
C. Character De				
Character t	raits are often evident in behaviors exhibited by indiv	iduals wh	en interacting w	ith 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 an	d Service			
Service	projects provide an opportunity to have a positive imp	oact on the	lives of self and	l others.
2.2.2.D.1	Determine the benefits for oneself and others of			
	participating in a class or school service activity.	•	•	_
	ces and Information			
Developing	an awareness of potential hazards in the environmen	t impacts	personal health	and safety.
2.2.P.E.1	Identify community helpers who assist in maintaining a			
	safe environment.	•	•	_
Knowing h	now to locate health professionals in the home, at sch	ool, and ir	the community	assists in
_	addressing health emergencies and obtaining r			
2.2.2.E.1	Determine where to access home, school, and community	<b>.</b>		
	health professionals.	•	•	•
2.3 Drugs and	Medicines: All students will acquire knowledge about	alcohol, to	bacco, other dri	igs, and
	apply these concepts to support a healthy, active lifes		·	
A. Medicines				
Medicines	come in a variety of forms (prescription medicines, ov	ver-the-co	unter medicines	, medicinal
	), are used for numerous reasons, and should be take			
ouppionion.	effective.			0 0010 0110
2.3.2.A.1	Explain what medicines are and when some types of	. 4	.4	
LISILIAIL	medicines are used.	<b>~</b>	<b>Y</b>	
2.3.2.A.2	Explain why medicines should be administered as directed.	<b>~</b>	<b>✓</b>	<b>V</b>
R Alcohol Toh	acco, and Other Drugs	·		<u> </u>
AICOHOI, TOD	Use of drugs in unsafe ways is dangerous	and harm	ful	
	ose of drugs in unsafe ways is dangerous	anu nam	iiui.	

2.3.2.B.1	Identify ways that drugs can be abused.			<b>~</b>
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.	<b>✓</b>	<b>✓</b>	<b>✓</b>
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.		✓	<b>✓</b>
2.3.2.B.4	Identify products that contain alcohol		✓	<b>✓</b>
2.3.2.B.5	List substances that should never be inhaled and explain why.		✓	<b>✓</b>
C. Dependency	/Addiction and Treatment	1		
	Substance abuse is caused by a variety	of factors	<b>-</b>	
2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.			<b>~</b>
There a	re many ways to obtain help for treatment of alcohol, problems.	tobacco, a	and other substa	nce abuse
2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.		<b>~</b>	~
and social as	lationships and Sexuality: All students will acquire kn spects of human relationships and sexuality and apply active lifestyle.			
A. Relationship				
	The family unit encompasses the diversity of family fo	rms in con	temporary socie	ty.
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.	<b>~</b>	<b>~</b>	~
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.	<b>✓</b>	<b>✓</b>	<b>✓</b>
2.4.2.A.3	Determine the factors that contribute to healthy relationships.			<b>✓</b>
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.			>