

Health and Physical Education Curriculum

2018-2019



Pacing Guide

K-3

Health	Physical Education
<p>K-1:</p> <ul style="list-style-type: none">• Wellness (September - December)• Community Health Skills & Safety (January - May) <p>2:</p> <ul style="list-style-type: none">• Safety (September-November)• Nutrition (December-January)• Alcohol, Tobacco & Drugs (March-April)• Character Development & Disability Awareness (May-June) <p>3:</p> <p>Personal Growth/Wellness (September-November)</p> <p>Family & Community Health Skills (December-January)</p> <p>Alcohol, Tobacco & Drugs (March-April)</p> <p>Nutrition (May-June)</p>	<p>K-3:</p> <ul style="list-style-type: none">• Movement & Rhythm (3 ½ months: September - mid-December)• Manipulative Skills (3 ½ months: Mid-December - March)• Locomotor/Nonlocomotor skills (3 months: April - June)

K-3 Modifications

Special Education Students	Students with 504s
<ul style="list-style-type: none"> ● Modifications/accommodations as mandated by each student’s IEP ● Anticipate student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed ● Modify skills per individuals needs ● Utilize peer tutors ● Adjust size of, or modify, equipment ● Modify movements; break down movement into simpler steps ● Provide a study guide 	<ul style="list-style-type: none"> ● Modifications/accommodations as mandated by each student’s 504 Plan. ● Anticipate student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed ● Modify skills per individuals needs ● Utilize peer tutors ● Adjust size of, or modify, equipment ● Modify movements; break down movement into simpler steps ● Provide a study guide
Students At-Risk of Failure	English Language Learners
<ul style="list-style-type: none"> ● Anticipate student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed ● Modify skills per individuals needs ● Utilize peer tutors ● Adjust size of, or modify, equipment ● Modify movements; break down movement into simpler steps ● Provide a study guide 	<ul style="list-style-type: none"> ● Use videos, illustrations ● Offer graphic organizers ● Anticipate student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed ● Break skills down into smaller chunks ● Modeling ● Utilize peer tutors ● Adjust size of, or modify, equipment ● Modify movements; break down movement into simpler steps ● Provide a study guide
Gifted & Talented	
<ul style="list-style-type: none"> ● Create more challenging game rules to fit the needs of the learner. ● Allow students to coach another student / teach fundamentals 	

- Adjust movement into more advanced steps
- Ask student to model activity/game

Career Education: Possible Careers Related to Health & Physical Education Units

Physical Education Units

- Physical Education Teacher
- Physical Therapist
- Occupational Therapist
- Coach
- Professional Athlete
- Referee / Umpire / Line Judge
- Personal Trainer
- Fitness Instructor
- Dancer

Health Units

- Counselor
- Nutritionists
- Police Officer
- Pharmacist
- Firefighter
- EMT
- Social Worker
- Therapist
- Doctor
- Nurse
- Medical technician
- Teacher



Unit 1: MOVEMENT EDUCATION/ RHYTHM

Grade: Kindergarten

Unit title: MOVEMENT EDUCATION/ RHYTHM

Unit summary:

The students will focus on movement concepts while performing rhythmic activities skills in an organized and controlled setting. These skills are the fundamental steps and building blocks to their developmental abilities.

Primary interdisciplinary connections: English Language Arts

- SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

21st Century Themes:

Global Awareness
Environmental Literacy
Health Literacy
Civic Literacy
Financial, Economic, Business, and Entrepreneurial Literacy

21st Century Skills

Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication
 Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
 9.1.4.A.2 Identify potential sources of income.
 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
 CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

2.5.2.A.1, 2.5.2.A.2, 2.5.2.A.3, 2.5.2.A.4
 2.5.P.A.1 , 2.5.P.A.2, 2.5.P.A.3

Content Statements:

1		Movement Exploration
2		Fundamental Movement: Body Management Skills: starting & stopping
3		Fundamental Movement: balancing (static & dynamic)
4		Fundamental Movement: rolling, bending & stretching
5		Fundamental Movement: twisting & turning, climbing
6		Spatial Awareness

Big Idea: The grades K-4 Physical Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit Essential Questions:

- *Why is the development of motor skills essential during childhood?
- Why is it important to have strong muscles?
- What changes happen to my body when I am physically active?
- *What does consideration for and cooperation for classmates and teachers look like in physical education class?

Unit Enduring Understandings:

- Students will understand that:
- *Efficient movement improves performance.
 - *Physical movement can be creative, enjoyable and individually rewarding
 - *Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful
 - *Participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people

Unit Learning Targets

Students will...

- * Demonstrate mature walking form and maintains a rhythmic pattern while stationary
- * Exhibit stability while jumping, walking, and starting and stopping movement
- * Practice consideration for and cooperation with classmates and teacher

- * Know the rules, strategies, and appropriate behaviors for selected physical activities

- * Exhibit responsible personal and social behavior that respects self and others in physical activity settings
- * Develop cognitive concepts about motor skills and fitness.
- * Interact with their peers in group activities

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Evidence of Learning

<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Skill Performance ● Teacher observation ● Participation/Preparation

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Teacher observation of proper equipment use ● Teacher observation of improved skill levels in the various lifetime fitness activities ● Questions and answers ● Self and peer assessments ● Skill Testing
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<p>Alternative Assessments:</p> <p>BrainPop Jr. and Brainpop - Easy quiz and hard quiz</p> <p>Large print paper quizzes for visual impaired students</p> <p>Printed quizzes for students with difficulty using chromebooks</p>

<p>Benchmark:</p> <p>See benchmark folder</p>
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Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
Warm-up activities – student led daily warm-ups Effective questioning Student demonstration Student modeling (highly skilled players)	September - Mid-December

<p>Individual and group skills/drills Lines, circles, relays Skill/drill stations Circuit training Contests – individual and team Modified games Game and tournament play Ability grouping and differentiated instruction</p>	
<p><i>Teacher Resources/ Leveled Texts</i></p>	<p><i>Career Education</i></p>
<ul style="list-style-type: none"> ● Essential Materials, Supplementary Materials, Links to Best Practices (textbook) ● PE Central ● American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org ● Partnership for 21st Century Skills www.21stcenturyskills.org ● AAPAR, American Association for Physical Activity and Recreation. ● New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm <ul style="list-style-type: none"> ● Brainpop Jr. resources- “Write about it” “Word Play” ● Library resources and materials at various levels 	<p>See page 3 of curriculum guide</p>
<p><i>Modifications</i></p>	<p><i>Technology Integration:</i></p>
<p>Enrichment -Adjust rules to fit the needs of the learner. -Use as peer leaders</p> <p>Intervention -Modifications/accommodations as mandated by each student’s IEP or 504 Plan.</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.2.2.E.3 Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).</p> <p>Brainpop Brainpop Jr.</p>

<ul style="list-style-type: none">-Modifications, student difficulties, possible misunderstandings-Adjust rules to fit the needs of the learner.-Remediation of fundamental skills where needed-Modify skills per individual's needs-Utilize peer tutors-Adjust size of, or modify, equipment-Modify movements; break down movement into simpler steps	
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Unit 2: MANIPULATIVE SKILLS

Grade: Kindergarten

Unit title: MANIPULATIVE SKILLS

Unit summary: The students will focus on movement while performing manipulative skills in an organized and controlled setting. These skills are the fundamental steps and building blocks to their developmental abilities in dual and team sports.

Primary interdisciplinary connections: English Language Arts

- SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

21st Century Themes:

Global Awareness

Environmental Literacy

Health Literacy

Civic Literacy

Financial, Economic, Business, and Entrepreneurial Literacy

21st Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

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

Content Statements:

1	Ball Skills: Throwing & catching, bouncing, dribbling, kicking
2	Ball Skills: Basketball
3	Ball Skills: Kickball
4	Ball Skills: Volleyball

5	Ball Skills : Soccer	
6	Bean Bag Skills	
<p>Big Idea:</p> <p>The grades K-4 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.</p>		
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> * Why is eye-hand coordination essential for learning throwing, catching, and striking skills? * Why is the development of motor skills essential? * Why are skills and game knowledge important to participate in physical activities/sports? * How do you move efficiently and safely within a physical setting? *How does your movement affect performance? * What role does cooperation play in physical activities/sports? * Why is respect for individual differences so important? * What is spatial awareness? *Why is it necessary to follow the rules of the game? * What is teamwork? * How does physical education enhance social, mental, emotional, and physical well-being? 		<p>Unit Enduring Understandings:</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> Physical movement can be creative, enjoyable and individually rewarding Efficient movement improves performance Repetition of proper technique leads to improvement Behaving well is as important as playing well Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities * Physical education gives children and youth the opportunity to set and strive for personal, achievable goals

Unit Learning Targets

Students will...

- Demonstrate mature form when catching, kicking, and rolling a ball from a stationary position
- Apply concepts and principles to the development of motor skills.
- Exhibit consideration for and cooperation with classmates and teachers
- Apply concepts and principles to the development of motor skills.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings
- Interact with their peers in group activities
- Perform the skills necessary to take part in various individual/dual sports
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain the difference between offense and defense
- Explain what it means to demonstrate good sportsmanship
- Develop cognitive concepts about motor skills and fitness.
- Interact with their peers in group activities.
- Advocate for regular participation in an active lifestyle
- Execute all activities in accordance with established safety rules
- Exhibit consideration for and cooperation with classmates and teachers

Evidence of Learning**Summative Assessment:**

- Skill Performance
- Teacher observation
- Participation/Preparation

Formative Assessments:

- Teacher observation of proper equipment use
- Teacher observation of improved skill levels in the various lifetime fitness activities
- Questions and answers

Self and peer assessments Skill Testing	
Alternative Assessments: BrainPop Jr. and Brainpop - Easy quiz and hard quiz Large print paper quizzes for visual impaired students Printed quizzes for students with difficulty using chromebooks	
Benchmark Assessment: See benchmark folder	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Warm-up activities – student led daily warm-ups Effective questioning Student demonstration Student modeling (highly skilled players) Individual and group skills/drills Lines, circles, relays Skill/drill stations Circuit training Contests – individual and team Modified games Game and tournament play Ability grouping and differentiated instruction 	Mid-December - March
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central	See page 3 of curriculum guide

<p>American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org</p> <p>Partnership for 21st Century Skills www.21stcenturyskills.org</p> <p>AAPAR, American Association for Physical Activity and Recreation.</p> <p>New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> • Brainpop Jr. resources- “Write about it” “Word Play” • Library resources and materials at various levels 	
<i>Modifications</i>	<i>Technology Integration</i>
<p>Enrichment Adjust rules to fit the needs of the learner. Use as peer leaders</p> <p>Intervention Modifications/accommodations as mandated by each student’s IEP or 504 Plan. Modifications, student difficulties, possible misunderstandings Adjust rules to fit the needs of the learner. Remediation of fundamental skills where needed Modify skills per individual's needs Utilize peer tutors Adjust size of, or modify, equipment Modify movements; break down movement into simpler steps Provide a study guide</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Go Noodle BrainPop BrainPop Jr.</p>



Unit 3: Movement/Locomotor/Nonlocomotor skills

Grade: Kindergarten

Unit title: Movement/Locomotor/Nonlocomotor skills

Unit summary: The students will focus on movement while performing locomotor and nonlocomotor skills in an organized and controlled setting. These skills are the fundamental steps and building blocks to their developmental abilities.

Primary interdisciplinary connections: English Language Arts

- SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

21st Century Themes: Global awareness, environmental literacy, health literacy, civic literacy

21st Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Communication
Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

2.6.2.A.1; 2.6.2.A.2; 2.6.2.A.3

Content Statements:

1	Running & skipping
2	Hopping & leaping
3	Jumping & galloping
4	Crawling & Parachutes
5	Relay races
6	Running & skipping

Big Idea: The grades K-4 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting

and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit Essential Questions:

- How does your movement affect performance?
- What does it mean to be physically fit?
- Why are goals important in fitness?
- What is spatial awareness?
- What role does cooperation play in physical activities/sports?
- Why is respect for individual differences so important?
- Why is eye-hand coordination essential for learning throwing, catching, and striking skills?
- Why is the development of motor skills essential?
- What are characteristics of good sportsmanship?

Unit Enduring Understandings:

- Students will understand that:
- Physical movement can be creative, enjoyable and individually rewarding
 - Physical fitness allows us to engage in vigorous activities that give us energy, keep us healthy, and promote alertness
 - Goal-setting helps us achieve fitness goals
 - Efficient movement improves performance
 - Repetition of proper technique leads to improvement
 - Behaving well is as important as playing well
 - Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities
- *Understands that physical activity provides the opportunity for enjoyment, self-expression, and communication.

Unit Learning Targets

Students will...

- Recognize the risk and safety factors associated with regular participation in physical activity.
- Apply concepts and principles to the development of motor skills
- Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
- Exhibit responsible personal and social behavior that respects self and others in physical activity settings
- Learn to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Develop cognitive concepts about motor skills and fitness
- Interact with their peers in group activities
- Apply movement concepts to a variety of basic locomotor and non-locomotor activities
- Advocate for regular participation in an active lifestyle

- Explain the role of regular physical activity in relation to personal health
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

Evidence of Learning

Summative Assessment: Skill Performance

- Teacher observation
- Participation/Preparation

Formative Assessments:

- Teacher observation of proper equipment use
- Teacher observation of improved skill levels in the various lifetime fitness activities
- Questions and answers
- Self and peer assessments
- Skill Testing

Alternative Assessments:

BrainPop Jr. and Brainpop - Easy quiz and hard quiz

Large print paper quizzes for visual impaired students

Printed quizzes for students with difficulty using chromebooks

Benchmark Assessment:

See benchmark folder

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Warm-up activities – student led daily warm-ups ● Effective questioning 	April - June

<ul style="list-style-type: none"> ● Student demonstration ● Student modeling (highly skilled players) ● Individual and group skills/drills ● Lines, circles, relays ● Skill/drill stations ● Circuit training ● Contests – individual and team ● Modified games ● Game and tournament play ● Ability grouping and differentiated instruction 	
<p><i>Teacher Resources/ Leveled texts</i></p>	<p><i>Career Education</i></p>
<ul style="list-style-type: none"> ● Essential Materials, Supplementary Materials, Links to Best Practices (textbook) ● PE Central ● American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org ● Partnership for 21st Century Skills www.21stcenturyskills.org ● AAPAR, American Association for Physical Activity and Recreation. ● New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm <ul style="list-style-type: none"> ● Brainpop Jr. resources- “Write about it” “Word Play” ● Library resources and materials at various levels 	<p>See page 3 of curriculum guide</p>
<p><i>Modifications</i></p>	<p><i>Technology Integration</i></p>
<ul style="list-style-type: none"> ● Remediation of fundamental skills where needed ● Modify skills per individual’s needs ● Utilize peer tutors 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>

<ul style="list-style-type: none">● Adjust size of, or modify, equipment● Modify movements; break down movement into simpler steps● Provide a study guide● Modifications/accommodations as mandated by each student's IEP or 504 Plan.● Modifications, student difficulties, possible misunderstandings● Adjust rules to fit the needs of the learner.	<p>Go Noodle BrainPop BrainPop Jr.</p>
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Unit 1: Movement Education/ Rhythm

Grade: 1st

Unit title: MOVEMENT EDUCATION/RHYTHM
Unit summary: The students will focus on movement concepts while performing rhythmic activities skills in an organized and controlled setting. These skills are the fundamental steps and building blocks to their developmental abilities.
Primary interdisciplinary connections: English Language Arts <ul style="list-style-type: none">• SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).• SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion
21st Century Themes: Global Awareness Environmental Literacy Health Literacy Civic Literacy Financial, Economic, Business, and Entrepreneurial Literacy 21st Century Skills Creativity and Innovation Critical Thinking and Problem Solving Communication Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice and applied settings , games, sports ,dance, and recreational activities).
- 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.
- 2.5.2.A.4 Correct movement errors in response to feedback.
- 2.5.2.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.2. C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active 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.
- 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.

Content Statements:

1	Movement Exploration
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2	Fundamental Movement: Body Management Skills: starting & stopping	
3	Fundamental Movement: balancing (static & dynamic)	
4	Fundamental Movement: rolling, bending & stretching	
5	Fundamental Movement: twisting & turning, climbing	
6	Spatial Awareness	
Big Idea:		
<p>Unit Essential Questions:</p> <p>Why is teamwork needed in game play? What is spatial awareness? Why is it necessary to follow the rules of the game? What role does cooperation play in physical activities/sports? What is a self space and why is it important to stay in one while using small equipment? What is teamwork? What are the characteristics of a good team player? How do I interact with others during physical activity? How can I develop my physical skills and improve my physical fitness? Which activities will lead to regular, healthful living? How does physical education enhance social, mental, emotional, and physical well-being? What makes physical activity meaningful?</p>		<p>Unit Enduring Understandings:</p> <p>Physical movement can be creative, enjoyable and individually rewarding Efficient movement improves performance Repetition of proper technique leads to improvement Behaving well is as important as playing well Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities Physical education gives children and youth the opportunity to set and strive for personal, achievable goals Positive decision making about fitness contributes to a healthy lifestyle Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition Physical education facilitates development of responsibility for personal health, safety, and fitness.</p>

<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> ● Demonstrate mature walking form and maintains a rhythmic pattern while performing a variety of locomotor and non-locomotor movements ● Demonstrate muscular strength and muscular endurance by rocking and rolling in a tuck position and bearing body weight on hands. ● Apply movement concepts to a variety of basic locomotor and non-locomotor activities ● Learn how practice will improve skills for all activities ● Consider the relationship of multiple skills that can be used for a variety of different activities ● Discover the significance of being a good spectator at sport events ● Demonstrate activities related to cardiovascular fitness and muscular endurance ● Compare and contrast the benefits of physical activity on a person's health ● Comprehend the meaning of good teamwork and sportsmanship ● Understand the long term effects of physical fitness on personal health ● Identify changes in the body as a result of participating in moderate to vigorous physical activity ● Execute all activities in accordance with established safety rules ● Exhibit consideration for and cooperation with classmates and teachers 	

Evidence of Learning	
Summative Assessment:	
<ul style="list-style-type: none"> ● Skill Performance ● Teacher observation ● Participation/Preparation 	
Formative Assessments:	
<ul style="list-style-type: none"> ● Teacher observation of proper equipment use 	

- Teacher observation of improved skill levels in the various lifetime fitness activities
- Questions and answers
- Self and peer assessments
- Skill Testing

Alternative Assessments:

BrainPop Jr. and Brainpop - Easy quiz and hard quiz

Large print paper quizzes for visual impaired students

Printed quizzes for students with difficulty using chromebooks


Benchmark:

See benchmark folder

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Warm-up activities – student led daily warm-ups ● Effective questioning ● Student demonstration ● Student modeling (highly skilled players) ● Individual and group skills/drills ● Lines, circles, relays ● Skill/drill stations ● Circuit training ● Contests – individual and team ● Modified games ● Game and tournament play ● Ability grouping and differentiated instruction 	September - Mid-December
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
<ul style="list-style-type: none"> ● Essential Materials, Supplementary Materials, Links to Best Practices (textbook) ● PE Central 	See page 3 of curriculum guide

<ul style="list-style-type: none"> ● American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org ● Partnership for 21st Century Skills www.21stcenturyskills.org ● AAPAR, American Association for Physical Activity and Recreation. <ul style="list-style-type: none"> ● New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm ● Brainpop Jr. resources- “Write about it” “Word Play” ● Library resources and materials at various levels 	
<i>Modifications</i>	<i>Technology Integration</i>
<p>Enrichment Adjust rules to fit the needs of the learner. Use as peer leaders</p> <p>Intervention Modifications/accommodations as mandated by each student’s IEP or 504 Plan. Modifications, student difficulties, possible misunderstandings Adjust rules to fit the needs of the learner. Remediation of fundamental skills where needed Modify skills per individual’s needs Utilize peer tutors Adjust size of, or modify, equipment Modify movements; break down movement into simpler steps</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.2.2.E.3 Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).</p> <p style="text-align: center;">Go Noodle BrainPop BrainPop Jr.</p>



Unit: 2 Manipulative Skills

Grade: 1

Unit title: Manipulative Skills

Unit summary: The students will focus on movement while performing manipulative skills in an organized and controlled setting. These skills are the fundamental steps and building blocks to their developmental abilities in dual and team sports.

Primary interdisciplinary connections: English Language Arts

- SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion

21st Century Themes: Global awareness, health literacy, civic literacy

21st Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Collaboration

21st Century Skills Through NJLS9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.
 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
 CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.

Learning Targets

- Standards:**
- 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice and applied settings , 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.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
 - 2.5.2.B.2 Explain the difference between offense and defense.
 - 2.5.2.B.3 Determine how attitude impacts physical performance.
 - 2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.
 - 2.5.2. C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active 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.

Content Statements:

1	Ball Skills: Throwing & catching, bouncing, dribbling, kicking
2	Ball Skills: Basketball, Volleyball, Kickball, Soccer
3	Bean Bag Skills
4	Base Running
5	Cooperative Games

6	Playground Games
<p>Big Idea: The grades K-4 Physical Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.</p>	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● Why is teamwork needed in game play? ● What is spatial awareness? ● Why is it necessary to follow the rules of the game? ● What role does cooperation play in physical activities/sports? ● What is a self space and why is it important to stay in one while using small equipment? ● What is teamwork? ● What are the characteristics of a good team player? ● How do I interact with others during physical activity? ● How can I develop my physical skills and improve my physical fitness? ● Which activities will lead to regular, healthful living? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Physical movement can be creative, enjoyable and individually rewarding ● Efficient movement improves performance ● Repetition of proper technique leads to improvement ● Behaving well is as important as playing well ● Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities ● Physical education gives children and youth the opportunity to set and strive for personal, achievable goals ● Positive decision making about fitness contributes to a healthy lifestyle ● Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition ● Physical education facilitates development of responsibility for personal health, safety, and fitness.

- How does physical education enhance social, mental, emotional, and physical well-being?
- What makes physical activity meaningful?

Unit Learning Targets

Students will...

Learn how practice will improve skills for all activities

Consider the relationship of multiple skills that can be used for a variety of different activities

Understand the long term effects of physical fitness on personal health

Identify changes in the body as a result of participating in moderate to vigorous physical activity

Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

Correct movement errors in response to feedback

Execute all activities in accordance with established safety rules

Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Evidence of Learning

Summative Assessment:

- Skill Performance
- Teacher observation
- Participation/Preparation

Formative Assessments:

- Teacher observation of proper equipment use
- Teacher observation of improved skill levels in the various lifetime fitness activities
- Questions and answers

Self and peer assessments
Skill Testing

Alternative Assessments:

BrainPop Jr. and Brainpop - Easy quiz and hard quiz

Large print paper quizzes for visual impaired students

Printed quizzes for students with difficulty using chromebooks

Benchmark Assessment:

See benchmark folder

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Warm-up activities – student led daily warm-ups ● Effective questioning ● Student demonstration ● Student modeling (highly skilled players) ● Individual and group skills/drills ● Lines, circles, relays ● Skill/drill stations ● Circuit training ● Contests – individual and team ● Modified games ● Game and tournament play ● Ability grouping and differentiated instruction 	<p>Mid-December - March</p>

<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook)</p> <p>PE Central</p> <p>American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org</p> <p>Partnership for 21st Century Skills</p> <p>www.21stcenturyskills.org</p> <p>AAPAR, American Association for Physical Activity and Recreation.</p> <ul style="list-style-type: none"> ● New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm <ul style="list-style-type: none"> ● Brainpop Jr. resources- “Write about it” “Word Play” ● Library resources and materials at various levels 	<p>See page 3 of curriculum guide</p>
<i>Modifications</i>	<i>Technology Integration</i>
<ul style="list-style-type: none"> ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed ● Modify skills per individual’s needs ● Utilize peer tutors ● Adjust size of, or modify, equipment ● Modify movements; break down movement into simpler steps ● Modifications/accommodations as mandated by each student’s IEP or 504 Plan. 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Go Noodle BrainPop BrainPop Jr.</p>



Unit: 3 Movement, Locomotor, Nonlocomotor

Grade: 1

Unit title: Movement, locomotor, and nonlocomotor

Unit summary: The students will focus on movement while performing locomotor and nonlocomotor skills in an organized and controlled setting. These skills are the fundamental steps and building blocks to their developmental abilities.

Primary interdisciplinary connections: English Language Arts

- SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion

21st Century Themes: Global awareness, environmental literacy, health literacy

21st Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Collaboration

21st Century Skills Through NJLS9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community

development and quality of living.
 9.1.4.A.2 Identify potential sources of income.
 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
 CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.

Learning Targets

- Standards:**
- 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 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
 - 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health

Content Statements:

1	Running and Skipping
2	Hopping and Leaping
3	Jumping and Galloping
4	Crawling and Parachutes
5	Relay Races

Big Idea: The grades K-4 Physical Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic

<p>movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.</p>	
<p>Unit Essential Questions:</p> <p>Why is team work needed in game play? What is spatial awareness? Why is it necessary to follow the rules of the game? What role does cooperation play in physical activities/sports? What is a self space and why is it important to stay in one while using small equipment? What is teamwork? What are the characteristics of a good team player? How do I interact with others during physical activity? How can I develop my physical skills and improve my physical fitness? Which activities will lead to regular, healthful living? How does physical education enhance social, mental, emotional, and physical well-being? What makes physical activity meaningful?</p>	<p>Unit Enduring Understandings:</p> <p>Physical movement can be creative, enjoyable and individually rewarding Efficient movement improves performance Repetition of proper technique leads to improvement Behaving well is as important as playing well Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities Physical education gives children and youth the opportunity to set and strive for personal, achievable goals Positive decision making about fitness contributes to a healthy lifestyle Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition Physical education facilitates development of responsibility for personal health, safety, and fitness.</p>
<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <p><i>Learn how practice will improve skills for all activities</i></p> <p><i>Consider the relationship of multiple skills that can be used for a variety of different activities</i></p> <p><i>Understand the long term effects of physical fitness on personal health</i></p> <p><i>Identify changes in the body as a result of participating in moderate to vigorous physical activity</i></p>	

Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

Correct movement errors in response to feedback

Execute all activities in accordance with established safety rules

Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Evidence of Learning

Summative Assessment:

Skill Performance

Teacher observation

Participation/Preparation

Formative Assessments:

Teacher observation of proper equipment use

Teacher observation of improved skill levels in the various lifetime fitness activities

Questions and answers

Self and peer assessments

Skill Testing

Alternative Assessments:

BrainPop Jr. and Brainpop - Easy quiz and hard quiz

Large print paper quizzes for visual impaired students

Printed quizzes for students with difficulty using chromebooks

Benchmark Assessment:

See Benchmark folder

Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Warm-up activities – student led daily warm-ups ● Effective questioning ● Student demonstration ● Student modeling (highly skilled players) ● Individual and group skills/drills ● Lines, circles, relays ● Skill/drill stations ● Circuit training ● Contests – individual and team ● Modified games ● Game and tournament play ● Ability grouping and differentiated instruction 	3 Months
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook)</p> <p>PE Central</p> <p>American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED)</p> <p>www.aapherd.org</p> <p>www.state.nj/education</p> <p>Partnership for 21st Century Skills</p> <p>www.21stcenturyskills.org</p> <p>AAPAR, American Association for Physical Activity and Recreation.</p>	See page 3 of curriculum guide

<ul style="list-style-type: none"> ● New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm ● Brainpop Jr. resources- “Write about it” “Word Play” ● Library resources and materials at various levels 	
<i>Modifications</i>	<i>Technology Integration</i>
<ul style="list-style-type: none"> ● Modifications/accommodations as mandated by each student’s IEP or 504 Plan. ● Modifications, student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Go Noodle BrainPop BrainPop Jr.</p>



Unit 1: Movement Education / Rhythm

Grade: 2

Unit title: MOVEMENT EDUCATION/ RHYTHM

Unit summary: The students will focus on movement concepts while performing rhythmic activities skills in an organized and controlled setting. These skills are the fundamental steps and building blocks to their developmental abilities.

Primary interdisciplinary connections: English Language Arts

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

Literacy:

Vocabulary

Teamwork, cooperation, cardiovascular, fitness, rhythm, sports, rules, physical health, skills, safety

21st Century Themes:

Global Awareness
Environmental Literacy
Health Literacy
Civic Literacy
Financial, Economic, Business, and Entrepreneurial Literacy

21st Century Skills

Creativity and Innovation
Critical Thinking and Problem Solving
Communication
Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice and applied settings , games, sports ,dance, and recreational activities).
- 2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

- 2.5.2.A.4 Correct movement errors in response to feedback.
- 2.5.2.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active 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.
- 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.

Content Statements:

1	Warm-up activities – student led daily warm-ups Effective questioning Student demonstration Student modeling (highly skilled players) Individual and group skills/drills Lines, circles, relays Skill/drill stations Circuit training Contests – individual and team Modified games Game and tournament play Ability grouping and differentiated instruction
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Big Idea:
 The grades K-4 Physical Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for

comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit Essential Questions:

- Why is teamwork needed in game play?
- What is spatial awareness?
- Why is it necessary to follow the rules of the game?
- What role does cooperation play in physical activities/sports?
- What is a self space and why is it important to stay in one while using small equipment?
- What is teamwork?
- What are the characteristics of a good team player?
- How do I interact with others during physical activity?
- How can I develop my physical skills and improve my physical fitness?
- Which activities will lead to regular, healthful living?
- How does physical education enhance social, mental, emotional, and physical well-being?
- What makes physical activity meaningful?

Unit Enduring Understandings:

- Physical movement can be creative, enjoyable and individually rewarding
- Efficient movement improves performance
- Repetition of proper technique leads to improvement
- Behaving well is as important as playing well
- Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities
- Physical education gives children and youth the opportunity to set and strive for personal, achievable goals
- Positive decision making about fitness contributes to a healthy lifestyle
- Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition
- Physical education facilitates development of responsibility for personal health, safety, and fitness.

Unit Learning Targets

Students will...

- Demonstrate mature walking form and maintains a rhythmic pattern while performing a variety of locomotor and non-locomotor movements
- Demonstrate muscular strength and muscular endurance by rocking and rolling in a tuck position and bearing body weight on hands.
- Apply movement concepts to a variety of basic locomotor and non-locomotor activities
- Learn how practice will improve skills for all activities

- Consider the relationship of multiple skills that can be used for a variety of different activities
- Discover the significance of being a good spectator at sport events
- Demonstrate activities related to cardiovascular fitness and muscular endurance
- Compare and contrast the benefits of physical activity on a person's health
- Comprehend the meaning of good teamwork and sportsmanship
- Understand the long term effects of physical fitness on personal health
- Identify changes in the body as a result of participating in moderate to vigorous physical activity
- Execute all activities in accordance with established safety rules
- Exhibit consideration for and cooperation with classmates and teachers

Evidence of Learning
<p>Summative Assessment: Skill Performance Teacher observation Participation/Preparation</p>
<p>Formative Assessments: Teacher observation of proper equipment use Teacher observation of improved skill levels in the various lifetime fitness activities Questions and answers Self and peer assessments Skill Testing</p>
<p>Alternative Assessments: BrainPop Jr. and Brainpop - Easy quiz and hard quiz Large print paper quizzes for visual impaired students Printed quizzes for students with difficulty using chromebooks</p>

Benchmark Assessment: See benchmark folder	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
Warm-up activities – student led daily warm-ups Effective questioning Student demonstration Student modeling (highly skilled players) Individual and group skills/drills Lines, circles, relays Skill/drill stations Circuit training Contests – individual and team Modified games Game and tournament play Ability grouping and differentiated instruction	September - Mid - December
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm	See page 3 of curriculum guide

<ul style="list-style-type: none"> Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	
<p><i>Modifications</i></p>	<p><i>Technology Integration</i></p>
<p>Enrichment-</p> <p>Adjust rules to fit the needs of the learner.</p> <p>Use as peer leaders</p> <p>Intervention-</p> <p>Modifications/accommodations as mandated by each student’s IEP or 504 Plan.</p> <p>Modifications, student difficulties, possible misunderstandings</p> <p>Adjust rules to fit the needs of the learner.</p> <p>Remediation of fundamental skills where needed</p> <p>Modify skills per individual's needs</p> <p>Utilize peer tutors</p> <p>Adjust size of, or modify, equipment</p> <p>Modify movements; break down movement into simpler steps</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.2.2.E.3 Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).</p> <p style="text-align: center;">Go Noodle</p> <p style="text-align: center;">BrainPop</p> <p style="text-align: center;">BrainPop Jr.</p>

Unit: 2 Manipulative Skills

Grade: 2

Unit title: Manipulative Skills
Unit summary: The students will focus on movement while performing manipulative skills in an organized and controlled setting. These skills are the fundamental steps and building blocks to their developmental abilities in dual and team sports
Primary interdisciplinary connections: English Language Arts SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none">● Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).● Build on others' talk in conversations by linking their explicit comments to the remarks of others.● Ask for clarification and further explanation as needed about the topics and texts under discussion.
21st Century Themes: Global awareness, health literacy, civic literacy
21st Century Skills Creativity and Innovation Critical Thinking and Problem Solving Communication Collaboration
21st Century Skills Through NJLS9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice and applied settings , 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.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.2.B.2 Explain the difference between offense and defense.
- 2.5.2.B.3 Determine how attitude impacts physical performance.
- 2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.
- 2.5.2.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.2.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active 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.

Content Statements:	
1	Ball Skills & movement in controlled setting
2	Ball Skills: Basketball, volleyball, soccer
3	Bean Bag Skills
4	Pillow Polo
5	Kickball
6	Playground Games
<p>Big Idea: The grades K-4 Physical Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.</p>	
<p>Unit Essential Questions:</p> <p>Why is teamwork needed in game play?</p> <p>What is spatial awareness?</p> <p>Why is it necessary to follow the rules of the game?</p> <p>What role does cooperation play in physical activities/sports?</p> <p>What is a self space and why is it important to stay in one while using small equipment?</p> <p>What is teamwork?</p> <p>What are the characteristics of a good team player?</p> <p>How do I interact with others during physical activity?</p> <p>How can I develop my physical skills and improve my physical fitness?</p>	<p>Unit Enduring Understandings:</p> <p>Physical movement can be creative, enjoyable and individually rewarding</p> <p>Efficient movement improves performance</p> <p>Repetition of proper technique leads to improvement</p> <p>Behaving well is as important as playing well</p> <p>Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities</p> <p>Physical education gives children and youth the opportunity to set and strive for personal, achievable goals</p>

<p>Which activities will lead to regular, healthful living? How does physical education enhance social, mental, emotional, and physical well-being? What makes physical activity meaningful?</p>	<p>Positive decision making about fitness contributes to a healthy lifestyle Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition Physical education facilitates development of responsibility for personal health, safety, and fitness.</p>
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<p>Unit Learning Targets <i>Students will...</i> <i>Learn how practice will improve skills for all activities</i> <i>Consider the relationship of multiple skills that can be used for a variety of different activities</i> <i>Understand the long term effects of physical fitness on personal health</i> <i>Identify changes in the body as a result of participating in moderate to vigorous physical activity</i> <i>Execute all activities in accordance with established safety rules</i> <i>Exhibit consideration for and cooperation with classmates and teachers</i></p>
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<p>Evidence of Learning</p>
<p>Summative Assessment: Skill Performance Teacher observation Participation/Preparation</p>
<p>Formative Assessments: Teacher observation of proper equipment use</p>

Teacher observation of improved skill levels in the various lifetime fitness activities
 Questions and answers
 Self and peer assessments
 Skill Testing

Alternative Assessments:

BrainPop Jr. and Brainpop - Easy quiz and hard quiz

Large print paper quizzes for visual impaired students

Printed quizzes for students with difficulty using chromebooks

Benchmark Assessment:

See benchmark folder

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Warm-up activities – student led daily warm-ups ● Effective questioning ● Student demonstration ● Student modeling (highly skilled players) ● Individual and group skills/drills ● Lines, circles, relays ● Skill/drill stations ● Circuit training ● Contests – individual and team ● Modified games ● Game and tournament play 	<p>Mid-December - March</p>

<ul style="list-style-type: none"> ● Ability grouping and differentiated instruction 	
<p style="text-align: center;"><i>Teacher Resources/ Leveled texts</i></p>	<p style="text-align: center;"><i>Career Education</i></p>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook)</p> <p>PE Central</p> <p>American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED)</p> <p>www.aapherd.org</p> <p>Partnership for 21st Century Skills</p> <p>www.21stcenturyskills.org</p> <p>AAPAR, American Association for Physical Activity and Recreation.</p> <ul style="list-style-type: none"> ● New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education <p>www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> ● Brainpop Jr. resources- “Write about it” “Word Play” ● Library resources and materials at various levels 	<p>See page 3 of curriculum guide</p>
<p style="text-align: center;"><i>Modifications</i></p>	<p style="text-align: center;"><i>Technology Integration</i></p>
<ul style="list-style-type: none"> ● Modifications/accommodations as mandated by each student’s IEP or 504 Plan. ● Modifications, student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Go Noodle BrainPop BrainPop Jr.</p>

<ul style="list-style-type: none">● Remediation of fundamental skills where needed● Modify skills per individual's needs● Utilize peer tutors● Adjust size of, or modify, equipment● Modify movements; break down movement into simpler steps● Provide a study guide	
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Unit 3: Movement, Locomotor, Nonlocomotor

Grade: 2

Unit title: Movement, Locomotor

Unit summary: The students will focus on movement while performing locomotor and nonlocomotor skills in an organized and controlled setting. These skills are the fundamental steps and building blocks to their developmental abilities.

Primary interdisciplinary connections: English Language Arts

SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

21st Century Themes: Global awareness, environmental awareness

21st Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Communication
Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 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 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health

Content Statements:

1	Scooters
2	Relay Races
3	Parachutes

Big Idea:The grades K-4 Physical Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas

and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit Essential Questions:

- Why is teamwork needed in game play?
- What is spatial awareness?
- Why is it necessary to follow the rules of the game?
- What role does cooperation play in physical activities/sports?
- What is a self space and why is it important to stay in one while using small equipment?
- What is teamwork?
- What are the characteristics of a good team player?
- How do I interact with others during physical activity?
- How can I develop my physical skills and improve my physical fitness?
- Which activities will lead to regular, healthful living?
- How does physical education enhance social, mental, emotional, and physical well-being?
- What makes physical activity meaningful?

Unit Enduring Understandings:

- Physical movement can be creative, enjoyable and individually rewarding
- Efficient movement improves performance
- Repetition of proper technique leads to improvement
- Behaving well is as important as playing well
- Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities
- Physical education gives children and youth the opportunity to set and strive for personal, achievable goals
- Positive decision making about fitness contributes to a healthy lifestyle
- Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition
- Physical education facilitates development of responsibility for personal health, safety, and fitness.

Unit Learning Targets

Students will...

Learn how practice will improve skills for all activities

Consider the relationship of multiple skills that can be used for a variety of different activities

Understand the long term effects of physical fitness on personal health

Identify changes in the body as a result of participating in moderate to vigorous physical activity

Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

Correct movement errors in response to feedback

Execute all activities in accordance with established safety rules

Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

Explain the role of regular physical activity in relation to personal health.

Exhibit consideration for and cooperation with classmates and teachers

Evidence of Learning

Summative Assessment:

Skill Performance

Teacher observation

Participation/Preparation

Formative Assessments:

Teacher observation of proper equipment use

Teacher observation of improved skill levels in the various lifetime fitness activities

Questions and answers

Self and peer assessments

Skill Testing

<p>Alternative Assessments: BrainPop Jr. and Brainpop - Easy quiz and hard quiz Large print paper quizzes for visual impaired students Printed quizzes for students with difficulty using chromebooks</p>	
<p>Benchmark Assessment: See benchmark folder</p>	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Warm-up activities – student led daily warm-ups ● Effective questioning ● Student demonstration ● Student modeling (highly skilled players) ● Individual and group skills/drills ● Lines, circles, relays ● Skill/drill stations ● Circuit training ● Contests – individual and team ● Modified games ● Game and tournament play ● Ability grouping and differentiated instruction ● 	3 Months
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
Essential Materials, Supplementary Materials, Links to Best Practices (textbook)	See page 3 of curriculum guide

<p>PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> • Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	
<p><i>Modifications</i></p>	<p><i>Technology Integration</i></p>
<ul style="list-style-type: none"> • Modifications/accommodations as mandated by each student’s IEP or 504 Plan. • Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Go Noodle BrainPop BrainPop Jr.</p>

Unit 1: Movement Education / Rhythm

Grade: 3

Unit title: MOVEMENT EDUCATION/ RHYTHM

Unit summary: The students will focus on movement concepts while performing rhythmic activities skills in an organized and controlled setting. These skills are the fundamental steps and building blocks to their developmental abilities.

Primary interdisciplinary connections: English Language Arts

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

- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

Literacy:

Vocabulary

Movement, rhythm, skill, repetition, static, dynamic, balance, tempo, speed

21st Century Themes:

Global Awareness
Environmental Literacy
Health Literacy
Civic Literacy
Financial, Economic, Business, and Entrepreneurial Literacy

21st Century Skills

Creativity and Innovation
Critical Thinking and Problem Solving
Communication
Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.5.4.A.1,2,3,4
- 2.6.4.A.1,2,3,4

Content Statements:

Warm-up activities – student led daily warm-ups
 Effective questioning
 Student demonstration
 Student modeling (highly skilled players)
 Individual and group skills/drills
 Lines, circles, relays
 Skill/drill stations
 Circuit training
 Contests – individual and team
 Modified games
 Game and tournament
 Ability grouping and differentiated instruction

Big Idea:

The grades K-4 Physical Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Unit Essential Questions:

How does effective and appropriate movement affect wellness?
 When have you used movement skills in other areas of your life?
 Why do I have to understand concepts of movement when I can already perform the movement?
 How does the body respond to exercise?
 In what way does each component of fitness contribute to personal health?
 Do we achieve individual goals the same as

Unit Enduring Understandings:


Performing movement skills in a technically correct manner improves overall performance
 Understanding proper movement skills provides the foundation for transfer of skills in a variety of sports and activities
 Understanding fitness concepts and skills and integrating them into your daily routine supports wellness
 Physical fitness is the ability for your whole body to work together for optimum results with the least effort

<p>we would group goals? Is repetition the best way to perfect a skill?</p>	
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> ● Demonstrate mature walking form and maintains a rhythmic pattern while performing a variety of locomotor and non-locomotor movements ● Demonstrate muscular strength and muscular endurance by rocking and rolling in a tuck position and bearing body weight on hands. ● Apply movement concepts to a variety of basic locomotor and non-locomotor activities ● Learn how practice will improve skills for all activities ● Consider the relationship of multiple skills that can be used for a variety of different activities ● Discover the significance of being a good spectator at sport events ● Demonstrate activities related to cardiovascular fitness and muscular endurance ● Compare and contrast the benefits of physical activity on a person's health ● Comprehend the meaning of good teamwork and sportsmanship ● Understand the long term effects of physical fitness on personal health ● Identify changes in the body as a result of participating in moderate to vigorous physical activity ● Execute all activities in accordance with established safety rules ● Exhibit consideration for and cooperation with classmates and teachers 	

Evidence of Learning	
<p>Summative Assessment: Skill Performance Teacher observation Participation/Preparation</p>	
<p>Formative Assessments: Teacher observation of proper equipment use Teacher observation of improved skill levels in the various lifetime fitness activities</p>	

Questions and answers Self and peer assessments Skill Testing	
Alternative Assessments: BrainPop Jr. and Brainpop - Easy quiz and hard quiz Large print paper quizzes for visual impaired students Printed quizzes for students with difficulty using chromebooks	
Benchmark Assessment: See Benchmark folder	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
Warm-up activities – student led daily warm-ups Effective questioning Student demonstration Student modeling (highly skilled players) Individual and group skills/drills Lines, circles, relays Skill/drill stations Circuit training Contests – individual and team Modified games Game and tournament play Ability grouping and differentiated instruction	September - Mid-December
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>

<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	<p>See page 3 of curriculum guide</p>
<p><i>Modifications</i></p>	<p><i>Technology Integration</i></p>
<p>Enrichment- Adjust rules to fit the needs of the learner. Use as peer leaders</p> <p>Intervention- Modifications/accommodations as mandated by each student’s IEP or 504 Plan. Modifications, student difficulties, possible misunderstandings Adjust rules to fit the needs of the learner. Remediation of fundamental skills where needed Modify skills per individual's needs Utilize peer tutors Adjust size of, or modify, equipment Modify movements; break down movement into simpler steps</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.2.2.E.3 Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).</p> <p style="text-align: center;">Go Noodle BrainPop BrainPop Jr.</p>



Unit 2: Manipulative Skills

Grade: 3

Unit title: Manipulative Skills

Unit summary: The students will participate in various activities that will focus on motor skill and individual skill development. They are cumulative lessons that build upon previous lessons. The students will apply manipulative skills (throwing, kicking, rolling, etc...).

Primary interdisciplinary connections: English Language Arts

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

- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

21st Century Themes: Global Awareness
Environmental Literacy
Health Literacy

Civic Literacy
Financial, Economic, Business, and Entrepreneurial Literacy

21st Century Skills

Creativity and Innovation
Critical Thinking and Problem Solving
Communication
Collaboration

21st Century Skills Through NJSL9:

- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.1.4.A.2 Identify potential sources of income.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.

Learning Targets

- Standards:**
- 2.5.4B.1,2
 - 2.5.4.C.1,2

Content Statements: The grades K-4 Physical Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit.

1 | Physical Fitness and Activity

2	Motor Skill Development
3	Individual Skill Development
4	Cooperative Learning
Big Idea:	
<ul style="list-style-type: none"> ● Do rules apply the same for a player and a fan? ● When should we show good sportsmanship (active participant, non-active participant, and spectator)? ● Why is it necessary to follow the rules of the game? ● What role does cooperation play in physical activities/sports? ● What is the most significant difference between individual & team sports? ● How does physical education enhance social, mental, emotional, and physical well-being? ● What makes physical activity meaningful? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Utilizing safe, efficient, and effective movement will help students develop and maintain a healthy, active lifestyle ● Participating in games, sports, dance, and recreational activities will help students develop and maintain a healthy, active lifestyle ● Ongoing feedback impacts improvement and effectiveness of movement actions ● Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition ● Physical education facilitates development of responsibility for personal health, safety, and fitness
<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities) ● Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space ● Demonstrate manual manipulative skills with a variety of sport equipment ● Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment ● Exhibit consideration for and cooperation with classmates and teachers 	

Evidence of Learning

Summative Assessment: Skill Performance, teacher observation, Participation/preparation

Formative Assessments:

- Teacher observation of proper equipment use
- Teacher observation of improved skill levels in the various lifetime fitness activities
- Questions and answers
- Self and peer assessments
- Skill Testing

Alternative Assessments:

BrainPop Jr. and Brainpop - Easy quiz and hard quiz

Large print paper quizzes for visual impaired students

Printed quizzes for students with difficulty using chromebooks

Benchmark Assessment:

See benchmark folder

Lesson Plans

Activities


Timeframe

Warm-up activities – student led daily warm-ups
 Effective questioning
 Student demonstration
 Student modeling (highly skilled players)
 Individual and group skills/drills
 Lines, circles, relays
 Skill/drill stations

Mid-December - March

<p>Circuit training Contests – individual and team Modified games Game and tournament Ability grouping and differentiated instruction</p>	
<p><i>Teacher Resources/ Leveled Texts</i></p>	<p><i>Career Education</i></p>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> • Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	<p>See page 3 of curriculum guide</p>
<p><i>Modifications</i></p>	<p><i>Technology Integration</i></p>
<p>Enrichment- Adjust rules to fit the needs of the learner. Use as peer leaders</p> <p>Intervention- Modifications/accommodations as mandated by each student’s IEP or 504 Plan. Modifications, student difficulties, possible misunderstandings</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Go Noodle BrainPop BrainPop Jr.</p>

<p>Adjust rules to fit the needs of the learner. Remediation of fundamental skills where needed Modify skills per individual's needs</p>	
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Unit 3: Movement / Locomotor / Nonlocomotor Skills

Grade: 3

Unit title: UNIT 3 MOVEMENT/ LOCOMOTOR/NONLOCOMOTOR SKILLS

Unit summary: The grades K-4 Physical Education Units are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Primary interdisciplinary connections: English Language Arts

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

- Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

Vocabulary: Teamwork, cooperation, cardiovascular, fitness, rhythm, sports, rules, physical health, skills, safety, Body Management Skills, advanced balancing(static & dynamic), balancing, rolling, dodging, jumping, twisting & turning, transfer of weight, jumping & landing, curling

21st Century Themes:

Global Awareness
 Environmental Literacy
 Health Literacy
 Civic Literacy
 Financial, Economic, Business, and Entrepreneurial Literacy

21st Century Skills

Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication
 Collaboration

21st Century Skills Through NJLS9:

- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.1.4.A.2 Identify potential sources of income.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.5.4.A.1,2
- 2.5.4.C.2

Content Statements:

Warm-up activities – student led daily warm-ups
 Effective questioning
 Student demonstration
 Student modeling (highly skilled players)
 Individual and group skills/drills
 Lines, circles, relays
 Skill/drill stations
 Circuit training
 Contests – individual and team
 Modified games
 Game and tournament
 Ability grouping and differentiated instruction

Big Idea:

Unit Essential Questions:

- Why is teamwork needed in game play?
- What is spatial awareness?
- Why is it necessary to follow the rules of the game?
- What role does cooperation play in physical activities/sports?
- What is a self space and why is it important to stay in one while using small equipment?
- What is teamwork?
- What are the characteristics of a good team player?
- How do I interact with others during physical activity?

Unit Enduring Understandings:

- Physical movement can be creative, enjoyable and individually rewarding
- Efficient movement improves performance
- Repetition of proper technique leads to improvement
- Behaving well is as important as playing well
- Physical education develops motor skills that allow for safe, successful, and satisfying participation in physical activities
- Physical education gives children and youth the opportunity to set and strive for personal, achievable goals
- Positive decision making about fitness contributes to a healthy lifestyle

<ul style="list-style-type: none"> • How can I develop my physical skills and improve my physical fitness? • Which activities will lead to regular, healthful living? • How does physical education enhance social, mental, emotional, and physical well-being? • What makes physical activity meaningful? 	<ul style="list-style-type: none"> • Quality physical education improves cardiovascular endurance, muscular strength, flexibility, muscular endurance, and body composition
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<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Learn how practice will improve skills for all activities • Consider the relationship of multiple skills that can be used for a variety of different activities • Understand the long term effects of physical fitness on personal health • Identify changes in the body as a result of participating in moderate to vigorous physical activity • Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. • Correct movement errors in response to feedback • Execute all activities in accordance with established safety rules • Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment. • Explain the role of regular physical activity in relation to personal health. • Exhibit consideration for and cooperation with classmates and teachers

<p>Evidence of Learning</p>
<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Skill Performance • Teacher observation • Participation/Preparation
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observation of proper equipment use • Teacher observation of improved skill levels in the various lifetime fitness activities • Questions and answers

- Self and peer assessments
- Skill Testing

Alternative Assessments:

BrainPop Jr. and Brainpop - Easy quiz and hard quiz

Large print paper quizzes for visual impaired students

Printed quizzes for students with difficulty using chromebooks

Benchmark Assessment:

See benchmark folder

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Warm-up activities – student led daily warm-ups ● Effective questioning ● Student demonstration ● Student modeling (highly skilled players) ● Individual and group skills/drills ● Lines, circles, relays ● Skill/drill stations ● Circuit training ● Contests – individual and team ● Modified games ● Game and tournament ● Ability grouping and differentiated instruction 	April - June
<i>Teacher Resources/ Leveled Texts</i>	<i>Career Education</i>
Essential Materials, Supplementary Materials, Links to Best Practices (textbook)	See page 3 of curriculum guide

<p>PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	
<i>Modifications</i>	<i>Technology Integration</i>
<p>Enrichment Adjust rules to fit the needs of the learner. Use as peer leaders</p> <p>Intervention Modifications/accommodations as mandated by each student’s IEP or 504 Plan. Modifications, student difficulties, possible misunderstandings Adjust rules to fit the needs of the learner. Remediation of fundamental skills where needed Modify skills per individuals needs Utilize peer tutors Adjust size of, or modify, equipment Modify movements; break down movement into simpler steps Provide a study guide</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums). 8.2.2.E.3 Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).</p> <p style="text-align: center;">Go Noodle BrainPop BrainPop Jr.</p>



Unit: 1 Wellness

Grade: Kindergarten

Unit title: Wellness

Unit summary: The grades K-2 Comprehensive Health Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Primary interdisciplinary connections: English Language Arts

- SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Literacy Term: Character development, alcohol, tobacco, drugs, relationships

21st Century Themes: Global awareness, health literacy, civic literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration

21st Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving
 Communication
 Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.1.2.A.1,2
- 2.1.2.B,1,2,3
- 2.1.2.C.1,2,3
- 2.2.A.1

Content Statements:

1	Personal Hygiene
2	Germ
3	Nutrition
4	Unhealthy vs healthy choices

Big Idea:The grades K-2 Comprehensive Health Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major,

supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● Why is personal hygiene important in everyday life? ● How do germs spread? ● Is there anything you can do to prevent the spread of germs? ● Why are independent health practices important ? ● What practices and resources can help me make healthy food choices? ● Why are there diverse food choices among different cultures? ● How can I choose between healthy and unhealthy foods? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Positive decision making about fitness and nutrition contributes to a healthy lifestyle ● Healthy personal habits will lead to lifelong physical health ● Choosing nutritious foods will enhance overall health ● Learning to practice healthy habits will create independence
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Unit Learning Targets
Students will...

- Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather)
- Identify community helpers who assist in maintaining a safe environment
- Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth)
- Recognize that germs are everywhere in the environment
- Discuss ways to prevent spreading germs
- Explore foods and food groups

- Develop awareness of nutritious food choices
- Hold conversations with knowledgeable adults about daily nutritious meal and snack offerings
- Participate in classroom cooking activities

Evidence of Learning	
Summative Assessment: Portfolio (student work)	
Formative Assessments:	
<ul style="list-style-type: none"> ● Exit cards/slips ● Graphic organizers ● Student reflections 	
Alternative Assessments:	
BrainPop Jr. and Brainpop - Easy quiz and hard quiz	
Large print paper quizzes for visual impaired students	
Printed quizzes for students with difficulty using chromebooks	
Benchmark Assessment:	
See benchmark folder	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Inquiry Learning ● Cooperative Learning/problem solving ● Inquiry Learning ● Think-Pair-Share (T-P-S) 	September - December

<ul style="list-style-type: none"> ● Graphic Organizers ● Cooperative Learning/Problem solving ● Differentiated Instruction ● Tiered Assignments ● Class Discussions ● Oral Presentations ● Scenarios/Role Play ● Worksheets 	
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> ● Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	<p>See page 3 of curriculum guide</p>
<i>Modifications</i>	<i>Technology Integration</i>
<ul style="list-style-type: none"> ● Modifications/accommodations as mandated by each student’s IEP or 504 Plan. ● Modifications, student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Go Noodle</p>

<ul style="list-style-type: none">● Remediation of fundamental skills where needed● Modify skills per individuals needs● Utilize peer tutors● Adjust size of, or modify, equipment● Modify movements; break down movement into simpler steps● Provide a study guide	<p>BrainPop BrainPop Jr.</p>
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Unit 2: Community Health Skills & Safety

Grade: Kindergarten

Unit title: UNIT 2 COMMUNITY HEALTH SKILLS AND SAFETY

Unit summary:

The grades K-2 Comprehensive Health Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Primary interdisciplinary connections: English Language Arts

- SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion)
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Vocab: Health, independent, self-help, trusted adult, stranger, safety, hygiene, nutrition, food choice,

21st Century Themes: Health Literacy

21st Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Communication
Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

2.1.2.D.1-4

2.2.2.D.1

Content Statements:

	Environmental Safety Outdoors: bike helmets, safe walking, pedestrian safety)	
	Environmental Safety Indoors: safe classroom behavior, home safety,	
	Emergency Drills	
	Car Seats	
	Warning Signs (traffic lights, stop signs, etc)	
	Warning Symbols (poison symbol, fire symbol, etc)	

	Identify community helpers	
	Stranger danger	
	Using 911	
	Lifetime healthy skills	
	Environmental Safety Outdoors: bike helmets, safe walking, pedestrian safety)	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● Are there people in the community who have the responsibility to keep us healthy and safe? ● Which symbols represent danger? ● How does 911 help us in an emergency? ● Which products can we use to be safe when playing outdoors? ● How can we be safe passengers in vehicles on the road? ● Why are emergency drills important to practice? ● What do I need to know to keep myself safe? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Being aware of one’s environment is crucial for lifetime health and safety ● Knowing the dangers in the environment will allow you make safe decisions ● Emergency procedures were developed to keep us safe and secure ● Pedestrian safety is guided by signs and signals ● Warning signs and labels were created for our health and safety 	
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> ● Use safe practices indoors and out (e.g., wear bike helmets, walk appropriately in the classroom) ● Understand how to participate in emergency drills ● 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
- Distinguish when and when not to dial 911 for help

Evidence of Learning	
Summative Assessment:	
<ul style="list-style-type: none"> ● Portfolio (student work) 	
Formative Assessments:	
<ul style="list-style-type: none"> ● Exit cards/slips ● Graphic organizers ● Student reflections 	
Alternative Assessments:	
BrainPop Jr. and Brainpop - Easy quiz and hard quiz	
Large print paper quizzes for visual impaired students	
Printed quizzes for students with difficulty using chromebooks	
Benchmark Assessment:	
See benchmark folder	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>

<ul style="list-style-type: none"> ● Inquiry Learning ● Cooperative Learning/problem solving ● Inquiry Learning ● Think-Pair-Share (T-P-S) ● Graphic Organizers ● Cooperative Learning/Problem solving ● Differentiated Instruction ● Tiered Assignments ● Class Discussions ● Oral Presentations ● Scenarios/Role Play ● Worksheets 	<p>January - May</p>
<p><i>Teacher Resources/ Leveled texts</i></p>	<p><i>Career Education</i></p>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> ● Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	<p>See page 3 of curriculum guide</p>
<p><i>Modifications</i></p>	<p><i>Technology Integration</i></p>
<p>Enrichment Adjust rules to fit the needs of the learner. Use as peer leaders</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p>

<p>Intervention</p> <p>Modifications/accommodations as mandated by each student's IEP or 504 Plan.</p> <p>Modifications, student difficulties, possible misunderstandings</p> <p>Adjust rules to fit the needs of the learner.</p> <p>Remediation of fundamental skills where needed</p> <p>Modify skills per individuals needs</p> <p>Utilize peer tutors</p> <p>Adjust size of, or modify, equipment</p> <p>Modify movements; break down movement into simpler steps</p> <p>Provide a study guide</p>	<p>Go Noodle</p> <p>BrainPop</p> <p>BrainPop Jr.</p>
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Unit 1: Personal Growth and Wellness

Grade: 1

Unit title: UNIT 1 PERSONAL GROWTH AND WELLNESS

Unit summary: The grades K-4 Health Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Health in each unit. The units will progress through wellness and personal growth, community health and safety, family life and substance avoidance

Primary interdisciplinary connections: English Language Arts

- SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges
- SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion

Vocab: Health, wellness, germs, disease, body parts, prevention, self-care

21st Century Themes: Global awareness, health literacy, civic literacy, communication, collaboration, creativity and innovation, critical thinking and problem solving.

21st Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.1.2.A.1,2
- 2.1.2.B.1,2,3
- 2.1.2.C.1,2,3
- 2.2.2.A.1,2
- 2.2.2.B.1,2,3,4,5
- 2.2.2.C.1,2

Content Statements: The unit will cover overall health and wellness in the areas of growth and development, nutrition, safety, and drugs, alcohol, and tobacco.

Growth & Development	
Identify Wellness	
Hygiene	
Disease prevention	
Diseases caused by germs	
Nutrition	
Tobacco	

Alcohol	
Drugs	
Safety	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● How do germs spread? ● Is there anything we can do to protect ourselves from germs? ● Why is it important to know the correct names for all the parts of our bodies? ● How do our body parts work together? ● Why should we keep all body parts healthy? ● How do diseases affect our bodies? ● What can I do to live a more healthful life? ● How does nutrition affect my health? ● Which are the healthiest snacks? ● What can we learn from the dynamics of living with our family? ● How does our emotional health affect our physical wellness? ● How will good parenting determine our overall wellness? 	<p>Unit Enduring Understandings:</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> ● Making informed decisions about my health will lead to long term health benefits ● Keeping my environment clean will help to protect me from germs ● Our body parts work together best when we take care of our health ● Disease prevention behaviors create a lifetime of wellness ● Proper nutrition enhances our body and mind ● Informed decisions about our food intake will lead to lifetime wellness ● Emotional and physical health are intertwined ● Family life creates the foundation for a lifetime of all wellness skills
<p>Unit Learning Targets</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> ● Explain what being “well” means and identify self-care practices that support wellness ● Summarize symptoms of common diseases and health conditions ● Use correct terminology to identify body parts ● Identify how body parts work together to support wellness ● Determine how personal feelings can affect one’s wellness ● Explain and show that germs are everywhere 	

- Compare and contrast how different germs are spread
- Understand the physical effects of tobacco use
- Learn about the many ways alcohol affects the human body
- Apply skills learned from family life to independent skills

Evidence of Learning	
<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Cumulative test ● Essays ● Portfolio (student work) 	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Exit cards/slips ● Graphic organizers ● Student reflections ● Teacher observation/progress monitoring 	
<p>Alternative Assessments:</p> <p>BrainPop Jr. and Brainpop - Easy quiz and hard quiz</p> <p>Large print paper quizzes for visual impaired students</p> <p>Printed quizzes for students with difficulty using chromebooks</p>	
<p>Benchmark Assessment:</p> <p>See benchmark folder</p>	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>

<ul style="list-style-type: none"> ● Inquiry Learning ● Cooperative Learning/problem solving ● Inquiry Learning ● Think-Pair-Share (T-P-S) ● Graphic Organizers ● Cooperative Learning/Problem solving ● Differentiated Instruction ● Tiered Assignments ● Class Discussions ● Oral Presentations ● Scenarios/Role Play ● Worksheets ● Pre/post fitness 	<p>September - December</p>
<p><i>Teacher Resources/ Leveled texts</i></p>	<p><i>Career Education</i></p>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> ● Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	
<p><i>Modifications</i></p>	<p><i>Technology Integration</i></p>

<ul style="list-style-type: none"> ● Modifications/accommodations as mandated by each student's IEP or 504 Plan. ● Modifications, student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed ● Modify skills per individuals needs ● Utilize peer tutors ● Adjust size of, or modify, equipment ● Modify movements; break down movement into simpler steps ● Provide a study guide 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Go Noodle BrainPop BrainPop Jr.</p>
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Unit 2: Community Health Skills & Safety

Grade: 1

Unit title: UNIT 2 COMMUNITY HEALTH SKILLS AND SAFETY

Unit summary:

The grades K-2 Comprehensive Health Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character education.

Primary interdisciplinary connections: English Language Arts

- SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges
- SL.1.1.c Ask questions to clear up any confusion about the topics and texts under discussion

Vocab: Health, independent, self-help, trusted adult, stranger, safety, hygiene, nutrition, food choice,

21st Century Themes:

Global Awareness
Environmental Literacy
Health Literacy

21st Century Skills

Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication
 Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.1.2.D.1,2,3,4 Developing an awareness of potential hazards in the environment impacts personal health and safety (environmental safety)
- 2.2.2.D.1,2
- 2.2.2.E.1

Content Statements:

Environmental Safety Outdoors: bike helmets, safe walking, pedestrian safety)	
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	Environmental Safety Indoors: safe classroom behavior, home safety,	
	Emergency Drills	
	Car Seats	
	Warning Signs (traffic lights, stop signs, etc)	
	Warning Symbols (poison symbol, fire symbol, etc)	
	Identify community helpers	
	Stranger danger	
	Using 911	
	Lifetime healthy skills	
	Environmental Safety Outdoors: bike helmets, safe walking, pedestrian safety)	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● Are there people in the community who have the responsibility to keep us healthy and safe? ● Which symbols represent danger? ● How does 911 help us in an emergency? ● Which products can we use to be safe when playing outdoors? ● How can we be safe passengers in vehicles on the road? ● Why are emergency drills important to practice? ● What do I need to know to keep myself safe? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Being aware of one’s environment is crucial for lifetime health and safety ● Knowing the dangers in the environment will allow you make safe decisions ● Emergency procedures were developed to keep us safe and secure ● Pedestrian safety is guided by signs and signals ● Warning signs and labels were created for our health and safety 	

Unit Learning Targets

Students will...

- Use safe practices indoors and out (e.g., wear bike helmets, walk appropriately in the classroom)
- Understand how to participate in emergency drills
- 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
- Distinguish when and when not to dial 911 for help

Evidence of Learning

Summative Assessment:

- Portfolio (student work)

Formative Assessments:

- Exit cards/slips
- Graphic organizers
- Student reflections

Alternative Assessments:

BrainPop Jr. and Brainpop - Easy quiz and hard quiz

Large print paper quizzes for visual impaired students

Printed quizzes for students with difficulty using chromebooks

Benchmark Assessment:

See benchmark folder

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Inquiry Learning ● Cooperative Learning/problem solving ● Inquiry Learning ● Think-Pair-Share (T-P-S) ● Graphic Organizers ● Cooperative Learning/Problem solving ● Differentiated Instruction ● Tiered Assignments ● Class Discussions ● Oral Presentations ● Scenarios/Role Play ● Worksheets 	January - May
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p>	See page 3 of curriculum guide

<ul style="list-style-type: none"> Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	
<i>Modifications</i>	<i>Technology Integration</i>
<p>Enrichment Adjust rules to fit the needs of the learner. Use as peer leaders</p> <p>Intervention Modifications/accommodations as mandated by each student’s IEP or 504 Plan. Modifications, student difficulties, possible misunderstandings Adjust rules to fit the needs of the learner. Remediation of fundamental skills where needed Modify skills per individuals needs Utilize peer tutors Adjust size of, or modify, equipment Modify movements; break down movement into simpler steps Provide a study guide</p>	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Go Noodle BrainPop BrainPop Jr.</p>

Unit 1: Personal safety (Real and cyber)

Grade: 2

Unit title: Personal safety

Unit summary: The grades K-4 Health Units are cohesive set units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Health in each unit. The units will progress through wellness and personal growth, personal safety and cyber safety, nutrition, community health and safety, family life and substance avoidance

Primary interdisciplinary connections: English Language Arts

- SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Literacy Term:

Health, wellness, cyber safety, community, online, media, technology, communication, goals, peers, consequences

21st Century Themes: Global awareness, health literacy, civic literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration

21st Century Skills

Creativity and Innovation
Critical Thinking and Problem Solving
Communication
Collaboration

21st Century Skills Through NJSL9:

- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.1.4.A.2 Identify potential sources of income.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
 - CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.2.2.B.1,2,3,4

Unit Essential Questions:

- Who can you trust in your community?
- How do I decide who to trust in the cyber community (online)?

Unit Enduring Understandings:

Students will understand that:


- the physical and cyber communities
- Trusted adults are there for you to share and confide in when you feel confused or scared

<ul style="list-style-type: none"> ● What are the best strategies to keep you safe in your physical and cyber communities? ● How are you influenced by technology? ● Do your parents, friends and culture impact your health decisions? How? ● How do universal precautions keep us safe? 	<ul style="list-style-type: none"> ● Sharing personal information online is a dangerous activity ● Knowing and respecting your surroundings creates a safe environment
<p>Unit Learning Targets Students will be able to:</p> <ul style="list-style-type: none"> ● Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. ● Express needs, wants, and feelings in health- and safety-related situations ● Determine ways parents, peers, technology, culture, and the media influence health decisions ● Comprehend the dangerous consequences of sharing personal information online ● Select a personal health goal and explain why setting a goal is important ● Compare and contrast the various methods for making healthy decisions ● Create a plan for health-enhancing behaviors ● Strategize techniques for personal safety 	

Evidence of Learning	
<p>Summative Assessment: Cumulative test</p> <ul style="list-style-type: none"> ● Cumulative test <ul style="list-style-type: none"> ● Essays ● Portfolio (student work) 	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Exit cards/slips ● Graphic organizers ● Student reflections 	

<ul style="list-style-type: none"> • Teacher observation/progress monitoring 	
<p>Alternative Assessments: BrainPop Jr. and Brainpop - Easy quiz and hard quiz Large print paper quizzes for visual impaired students Printed quizzes for students with difficulty using chromebooks</p>	
<p>Benchmark Assessment: See benchmark folder</p>	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> • Inquiry Learning • Cooperative Learning/problem solving • Inquiry Learning • Think-Pair-Share (T-P-S) • Graphic Organizers • Cooperative Learning/Problem solving • Differentiated Instruction • Tiered Assignments • Class Discussions • Oral Presentations • Scenarios/Role Play • Worksheets 	September - November
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>

<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> • Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	
<i>Modifications</i>	<i>Technology Integration</i>
<ul style="list-style-type: none"> • Modifications/accommodations as mandated by each student’s IEP or 504 Plan. • Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Provide a study guide 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">BrainPop BrainPop Jr.</p>



Unit 2: Nutrition

Grade: 2

Unit title: Unit 2 Nutrition

Unit summary: Students will learn about maintaining a healthy nutritional lifestyle

Primary interdisciplinary connections: English Language Arts

- SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Literacy terms: Health, wellness, prevention, food groups, food pyramid, My Plate, carbohydrates, protein, fats, grains, dairy, fruits, vegetables, body development and growth

21st Century Themes:

Global awareness, health literacy, civic literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration

21st Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Communication
Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.1.2.A.1,2
- 2.1.B.1,2,3

Big Idea:

Unit Essential Questions:

- Which foods have the most health benefits?
- Why does the food pyramid have different weights for each category?
- How can I make healthier choices when deciding what to eat?
- Is your growth and development influenced by the foods you eat?
- Is portion control an important health concern?

Unit Enduring Understandings:

- Explain how foods in the food pyramid differ in nutritional content and value
- It is your personal responsibility to make healthful food choices
- The foods you eat affect your growth and development
- It is important to set a personal health goal

Unit Learning Targets

Students will...

- Justify why some foods are healthier to eat than others
- Summarize information about food found on product labels
- Explain how foods in the food pyramid differ in nutritional content and value
- Explain what being “well” means and identify self-care practices that support wellness
- Describe the US Department of Agriculture’s (USDA) My Plate

- Identify the different food groups

- Comprehend basic information found on food labels

- Compare and contrast the possible reasons for different food choices

- Chart their food intake and analyze the nutritional intake

- Analyze the benefit that healthy foods have on their bodies

Evidence of Learning

Summative Assessment:

- Cumulative test
- Essays
- Portfolio (student work)

Formative Assessments:

- Exit cards/slips
- Graphic organizers
- Student reflections
- Teacher observation/progress monitoring

Alternative Assessments:

BrainPop Jr. and Brainpop - Easy quiz and hard quiz	
Large print paper quizzes for visual impaired students	
Printed quizzes for students with difficulty using chromebooks	
Benchmark Assessment: See benchmark folder	
Lesson Plans	
<i>Activities:</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Inquiry Learning ● Cooperative Learning/problem solving ● Inquiry Learning ● Think-Pair-Share (T-P-S) ● Graphic Organizers ● Cooperative Learning/Problem solving ● Differentiated Instruction ● Tiered Assignments ● Class Discussions ● Oral Presentations ● Scenarios/Role Play ● Worksheets 	December - January
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org	See page 3 of curriculum guide

<p>Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> • Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	
<i>Modifications</i>	<i>Technology Integration</i>
<ul style="list-style-type: none"> • Modifications/accommodations as mandated by each student’s IEP or 504 Plan. • Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Provide a study guide 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Fact Monster BrainPop BrainPop Jr.</p>

Unit 3: Alcohol, Tobacco and Drugs

Grade: 2

Unit title: Alcohol, Tobacco and Drugs

Unit summary: The grades K-2 Comprehensive Health Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Primary interdisciplinary connections: English Language Arts

- SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Literacy Term: Tobacco, second-hand smoke, medicine, drugs, over the counter, prescription, illegal drugs, inhalants, alcohol, blood alcohol level, abuse, addict, misuse, substances

21st Century Themes: Global awareness, health literacy, civic literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration

21st Century Skills

Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication
 Collaboration

21st Century Skills Through NJLS9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
 9.1.4.A.2 Identify potential sources of income.
 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
 CRP1. Act as a responsible and contributing citizen and employee.
 CRP2. Apply appropriate academic and technical skills.
 CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.2.2.A.1,2
- 2.2.2.B.1,2,3,4,5
- 2.2.2.1,2
- 2.2.B.1,2,3,4

Unit Essential Questions:

- *How can alcohol harm your body?
- * How does alcohol slow your growth?

Unit Enduring Understandings:

- Students will understand that:
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems

- * How does smoking harm your health?
- * How can smoking harm someone who does not smoke?
- *How can medicines be taken as directed in order to be safe and effective?
- * Why should you stay drug free?
- *Why do some people still engage in unsafe behaviors?
- *How do personal health choices impact our own health as well as the health of others

- Effective decision-making skills foster healthier lifestyle choices
- The use of drugs in unsafe ways is dangerous and harmful
- Substance abuse is caused by a variety of factors

Unit Learning Targets


Students will...

- Clarify what medicines are and when some types of medicines are used
- Identify the different varieties of medicines
- Explain why medicines should be administered as directed
- Define “drugs” and give examples of harmful and/or illegal drugs
- Identify warning labels found on medicine and household products.
- Identify ways that drugs can be abused
- Describe the effects of tobacco use on personal hygiene, health, and safety
- Analyze how tobacco smoke impacts the environment and the health of non-smokers
- Identify products that contain alcohol
- List substances that should never be inhaled and explain why
- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs
- Understand that people who abuse alcohol, tobacco, and other drugs can get help
- Determine where to access home, school, and community health professionals

Evidence of Learning

Summative Assessment: Portfolio (student work)	
Formative Assessments: <ul style="list-style-type: none"> ● Exit cards/slips ● Graphic organizers ● Student reflections 	
Alternative Assessments: BrainPop Jr. and Brainpop - Easy quiz and hard quiz Large print paper quizzes for visual impaired students Printed quizzes for students with difficulty using chromebooks	
Benchmark Assessment: See benchmark folder	
Lesson Plans	
<i>Activities:</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Inquiry Learning ● Cooperative Learning/problem solving ● Inquiry Learning ● Think-Pair-Share (T-P-S) ● Graphic Organizers ● Cooperative Learning/Problem solving ● Differentiated Instruction ● Tiered Assignments ● Class Discussions ● Oral Presentations ● Scenarios/Role Play 	March - April

<ul style="list-style-type: none"> • Worksheets 	
<p style="text-align: center;"><i>Teacher Resources/ Leveled texts</i></p>	<p style="text-align: center;"><i>Career Education</i></p>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> • Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	
<p style="text-align: center;"><i>Modifications</i></p>	<p style="text-align: center;"><i>Technology Integration</i></p>
<ul style="list-style-type: none"> • Modifications/accommodations as mandated by each student’s IEP or 504 Plan. • Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Provide a study guide 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Fact Monster BrainPop BrainPop Jr.</p>



Unit 4: Character Development & Disability Awareness

Grade: 2

Unit title: Character Development & Disability Awareness

Unit summary: The grades K-2 Comprehensive Health Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Primary interdisciplinary connections: English Language Arts

- SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Literacy Term: Character, disabilities, differences, similarities, hearing impaired, deaf, American Sign Language, impaired vision, blind, Braille, learning disability, physical disability

21st Century Themes: Global awareness, health literacy, civic literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration

21st Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.1.2.E.1,2,3
- 2.2.2.C.1,2
- 2.4.2.A.1,2,3
- 2.4.2.B.1
- 2.4.2.C.1

Unit Essential Questions:

- How are we the same and how are we different from others?
- How do we interact with people with disabilities?
- Would you be able to adapt to a disability?
- Do people with disabilities have the same hopes, dreams, and goals as we do?
- Is being a bystander an act of bullying?
- What kinds of families are there?
- What are the differences between males and females?
- How does a mother's health relate to pregnancy?
- What affects social and emotional health?

Unit Enduring Understandings:

- All people deserve respect
- It is important to be aware of other people's feelings
- We can learn a lot from those who are different than we are
- There are many different disabilities
- See something, say something
- The family unit encompasses the diversity of family forms in contemporary society.
- Gender-specific similarities and differences exist between males and females.
- The health of the birth mother impacts the development of the fetus.
- Many factors at home, school, and in the community impact social and emotional health.

Unit Learning Targets

Students will be able to:

- Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others
- Define character and describe characteristics of a person they know exhibits good character traits
- Define "different" and "similar"
- Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities
- Explain the term "disability"

- Experience visual, hearing, learning and physical disabilities
- Foster an accepting attitude and empathy toward people with disabilities
- Identify male/female differences
- Learn about different kinds of families
- Distinguish the roles and responsibilities of different family members.
- Identify basic social and emotional needs of all people.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.
- Explain the factors that contribute to a mother having a healthy baby.

Evidence of Learning

Summative Assessment:

- Cumulative test
- Essays
- Portfolio

Formative Assessments:

- Exit cards/slips
- Graphic organizers
- Student reflections

Alternative Assessments:	
BrainPop Jr. and Brainpop - Easy quiz and hard quiz	
Large print paper quizzes for visual impaired students	
Printed quizzes for students with difficulty using chromebooks	
Benchmark Assessment:	
See benchmark folder	
Lesson Plans	
<i>Activities:</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Inquiry Learning ● Cooperative Learning/problem solving ● Inquiry Learning ● Think-Pair-Share (T-P-S) ● Graphic Organizers ● Cooperative Learning/Problem solving ● Differentiated Instruction ● Tiered Assignments ● Class Discussions ● Oral Presentations ● Scenarios/Role Play ● Worksheets 	May - June
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org	See page 3 of curriculum guide

<p>Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> • Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	
<i>Modifications</i>	<i>Technology Integration</i>
<ul style="list-style-type: none"> • Modifications/accommodations as mandated by each student’s IEP or 504 Plan. • Modifications, student difficulties, possible misunderstandings • Adjust rules to fit the needs of the learner. • Remediation of fundamental skills where needed • Modify skills per individuals needs • Utilize peer tutors • Adjust size of, or modify, equipment • Modify movements; break down movement into simpler steps • Provide a study guide 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Fact Monster BrainPop BrainPop Jr.</p>



Unit 1: Personal Growth/Wellness

Grade: 3

Unit 1 Personal Growth/Wellness

Unit summary: The grades K-2 Comprehensive Health Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Primary interdisciplinary connections: English Language Arts

- SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- SL.3.1.d Explain their own ideas and understanding in light of the discussion.

Literacy Term: Dimensions of wellness, disease (communicable & non-communicable), influenza, Lyme disease, diabetes, asthma, body systems, puberty, fertilization & fetal development, mental health

21st Century Themes: Global awareness, health literacy, civic literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration

21st Century Skills

Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication
 Collaboration

21st Century Skills Through NJSL9:

- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.1.4.A.2 Identify potential sources of income.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
 - CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.1.4.A .1,2
- 2.2.4.B.2

<ul style="list-style-type: none"> ● 2.4.4.B.1 ● 2.4.4.C.1,2 		
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● What are the dimensions of wellness? ● How can good health practices impact our body systems? ● Does nutrition affect our overall wellness? ● Which are the best ways to maintain a healthy weight to reduce risk of disease? ● Do food labels represent the information we need to make healthy choices? ● In what way can I best prevent disease? ● Is there a safe way to assist the victim of an accident? ● Why do we need to know basic first aid? ● In what way does my mental health affect my overall wellness? 		<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● All dimensions of wellness impact your overall health ● Disease prevention is the key to community health ● When controlled, many childhood illnesses will not prevent you from participating in anything you want to do ● Safe behavior can affect health throughout a lifetime
<p>Unit Learning Targets</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact ● Determine the relationship of personal health practices and behaviors on an individual's body systems ● Describe the structure and function of various body systems ● Differentiate the physical, social and emotional changes occurring at puberty ● Explain why puberty begins and ends at different ages ● Explain the process of fertilization and how cells divide to create an embryo/fetus ● Relate the health of the birth mother to the development of the fetus ● Describe how most diseases and health conditions are preventable (communicable & non-communicable) ● Analyze how mental health impacts one's wellness 		

Evidence of Learning

Summative Assessment:

- Cumulative test
- Essays
- Portfolio

Formative Assessments:

- Exit cards/slips
- Graphic organizers
- Student reflections

Alternative Assessments:

BrainPop Jr. and Brainpop - Easy quiz and hard quiz

Large print paper quizzes for visual impaired students

Printed quizzes for students with difficulty using chromebooks

Benchmark Assessment:

See benchmark folder

Lesson Plans

Activities:

Timeframe

- Inquiry Learning
- Cooperative Learning/problem solving
- Inquiry Learning
- Think-Pair-Share (T-P-S)
- Graphic Organizers
- Cooperative Learning/Problem solving
- Differentiated Instruction

September - November

<ul style="list-style-type: none"> ● Tiered Assignments ● Class Discussions ● Oral Presentations ● Scenarios/Role Play ● Worksheets 	
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> ● Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	<p>See page 3 of curriculum guide</p>
<i>Modifications</i>	<i>Technology Integration</i>
<ul style="list-style-type: none"> ● Modifications/accommodations as mandated by each student’s IEP or 504 Plan. ● Modifications, student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed ● Modify skills per individuals needs ● Utilize peer tutors ● Adjust size of, or modify, equipment 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Fact Monster BrainPop BrainPop Jr.</p>

- | | |
|--|--|
| <ul style="list-style-type: none">• Modify movements; break down movement into simpler steps• Provide a study guide | |
|--|--|



Unit 2: Family & Community Health Skills

Grade: 3

Unit 2 Family & Community Health Skills

Unit summary: The grades K-2 Comprehensive Health Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Primary interdisciplinary connections: English Language Arts

- SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- SL.3.1.d Explain their own ideas and understanding in light of the discussion.

Literacy Term: Health, wellness, cyber safety, social media, community, online, media, technology, communication, goals, peers, consequences, family roles & dynamics, universal precautions, basic first aid, burns, bleeding, poisons

21st Century Themes: Global awareness, health literacy, civic literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration

21st Century Skills

Creativity and Innovation

Critical Thinking and Problem Solving

Communication

Collaboration

21st Century Skills Through NJSL9:

9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

9.1.4.A.2 Identify potential sources of income.

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.1.4.C.1,2,3

- 2.1.4.D.4
- 2.2.4.A.1,2
- 2.2.4.B.1,2,3
- 2.2.4.D.1
- 2.2.4.E.1,2
- 2.4.4.A.1,2

Unit Essential Questions:

- Who can you trust in your community?
- How do I decide who to trust in the cyber community (online)?
- What are the best strategies to keep you safe in your physical and cyber communities?
- How are you influenced by technology?
- Do your parents, friends and culture impact your health decisions? How?
- How do universal precautions keep us safe?
- What do we need for a basic first aid kit? Why?
- How can I make an impact on the health in my community?
- How does each family member help to create a healthy family unit?

Unit Enduring Understandings:

Students will understand that:

- It is important to keep yourself safe in both the physical and cyber communities
- Trusted adults are there for you to share and confide in when you feel confused or scared
- Sharing personal information online is a dangerous activity
- Knowing and respecting your surroundings creates a safe environment
- Understanding universal precautions and basic first aid will keep you and your family/community safer
- Assisting accident victims should be done only if there is no possibility of harm to yourself or the victim
- The family unit encompasses the diversity of family forms in contemporary society
- The health and welfare of the family is dependent on all family members

Unit Learning Targets

Students will be able to:

- Who can you trust in your community?
- Express needs, wants, and feelings in health- and safety-related situations
- Determine ways parents, peers, technology, culture, and the media influence health decisions
- Comprehend the dangerous consequences of sharing personal information online
- Select a personal health goal and explain why setting a goal is important
- Compare and contrast the various methods for making healthy decisions
- Create a plan for health-enhancing behaviors
- Strategize techniques for personal safety
- Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions
- Describe and demonstrate first aid procedures for choking, bleeding, burns and poisoning
- Differentiate between situations when a health related decision should be made independently or with the help of others
- Use the decision-making process when addressing health-related issues
- Differentiate between situations when a health-related decision should be made independently or with the help of others
- Interpret the impact of participation in different kinds of service projects on community wellness
- Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies
- Explain when and how to seek help when experiencing a health problem.
- Describe how families typically share common values, provide love and emotional support, and set boundaries and limits
- Explain why healthy relationships are fostered in some families and not in others.

Evidence of Learning

Summative Assessment:

- Cumulative test
- Essays
- Portfolio

<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Exit cards/slips ● Graphic organizers ● Student reflections 	
<p>Alternative Assessments:</p> <p>BrainPop Jr. and Brainpop - Easy quiz and hard quiz</p> <p>Large print paper quizzes for visual impaired students</p> <p>Printed quizzes for students with difficulty using chromebooks</p>	
<p>Benchmark Assessment:</p> <p>See benchmark folder</p>	
<p>Lesson Plans</p>	
<p><i>Activities</i></p>	<p><i>Timeframe</i></p>
<ul style="list-style-type: none"> ● Inquiry Learning ● Cooperative Learning/problem solving ● Inquiry Learning ● Think-Pair-Share (T-P-S) ● Graphic Organizers ● Cooperative Learning/Problem solving ● Differentiated Instruction ● Tiered Assignments ● Class Discussions ● Oral Presentations ● Scenarios/Role Play ● Worksheets 	<p>December - January</p>

<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> ● Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	<p>See page 3 of curriculum guide</p>
<i>Modifications</i>	<i>Technology Integration</i>
<ul style="list-style-type: none"> ● Modifications/accommodations as mandated by each student’s IEP or 504 Plan. ● Modifications, student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed ● Modify skills per individuals needs ● Utilize peer tutors ● Adjust size of, or modify, equipment ● Modify movements; break down movement into simpler steps ● Provide a study guide 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Fact Monster BrainPop BrainPop Jr.</p>



Unit 3: Tobacco, Alcohol & Drugs

Grade: 3

Unit 3: Tobacco, Alcohol & Drugs

Unit summary: The grades K-2 Comprehensive Health Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Primary interdisciplinary connections: English Language Arts

- SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- SL.3.1.d Explain their own ideas and understanding in light of the discussion.

Literacy Term: Health, wellness, tobacco, alcohol, drugs, misuse, abuse, addiction, treatment, OTC, prescription medicine, illegal, substances, inhalants, physiological effects, emotional effects

21st Century Themes: Global awareness, health literacy, civic literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration

21st Century Skills

Creativity and Innovation
Critical Thinking and Problem Solving
Communication
Collaboration

21st Century Skills Through NJLS9:

- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.1.4.A.2 Identify potential sources of income.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
 - CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.3.4.A.1,2
- 2.3.4.B.1,2,3,4,5
- 2.3.4.C.1,2,3
- 2.2.4.B.1,2,3,4

Unit Essential Questions:

Unit Enduring Understandings:

<ul style="list-style-type: none"> ● Why do so many people use and abuse drugs and alcohol? ● When is it the right time/the wrong time to use a drug? ● Is substance abuse hereditary? ● How do you tell the difference between OTC medicines and prescriptions? ● What are the harmful chemicals in tobacco? ● How does secondhand smoke affect non-smokers? ● Can you employ resistance strategies to avoid substance use? ● How can you tell if someone is under-the-influence of alcohol or drugs? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Substance abuse comes in many forms ● Dependency on tobacco, alcohol or drugs affects every aspect of your life and those in your family ● 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 ● Developing an awareness of potential hazards of tobacco, alcohol and drugs in your environment impacts personal health and safety ● Effective decision-making skills foster healthier lifestyle choices
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<p>Unit Learning Targets</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Distinguish between over-the-counter and prescription medicines ● Determine possible side effects of common types of medicines ● Explain why it is illegal to use or possess certain drugs/substances and the possible consequences ● Differentiate between drug use, abuse, and misuse ● Compare the short- and long-term physical effects of all types of tobacco use ● Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers ● Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse ● Identify the short- and long- term physical effects of inhaling certain substances

- Associate signs that a person might have an alcohol, tobacco, and/or drug use problem
- Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs
- Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors

Evidence of Learning	
Summative Assessment:	
<ul style="list-style-type: none"> ● Cumulative test ● Essays ● Portfolio 	
Formative Assessments:	
<ul style="list-style-type: none"> ● Exit cards/slips ● Graphic organizers ● Student reflections 	
Alternative Assessments:	
BrainPop Jr. and Brainpop - Easy quiz and hard quiz	
Large print paper quizzes for visual impaired students	
Printed quizzes for students with difficulty using chromebooks	
Benchmark Assessment:	
See benchmark folder	
Lesson Plans	
<i>Activities</i>	<i>Timeframe</i>

<ul style="list-style-type: none"> ● Inquiry Learning ● Cooperative Learning/problem solving ● Inquiry Learning ● Think-Pair-Share (T-P-S) ● Graphic Organizers ● Cooperative Learning/Problem solving ● Differentiated Instruction ● Tiered Assignments ● Class Discussions ● Oral Presentations ● Scenarios/Role Play ● Worksheets 	<p>March - April</p>
<p><i>Teacher Resources/ Leveled text</i></p>	<p><i>Career Education</i></p>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> ● Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	<p>See page 3 of curriculum guide</p>
<p><i>Modifications</i></p>	<p><i>Technology Integration</i></p>

<ul style="list-style-type: none"> ● Modifications/accommodations as mandated by each student's IEP or 504 Plan. ● Modifications, student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed ● Modify skills per individuals needs ● Utilize peer tutors ● Adjust size of, or modify, equipment ● Modify movements; break down movement into simpler steps ● Provide a study guide 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Fact Monster BrainPop BrainPop Jr.</p>
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Unit 4: Nutrition

Grade: 3

Unit 4 Nutrition

Unit summary: The grades K-2 Comprehensive Health Education Units are a cohesive set of units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations in later units involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Primary interdisciplinary connections: English Language Arts

- SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion
- SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

- SL.3.1.d Explain their own ideas and understanding in light of the discussion.

Literacy Term: Health, wellness, food pyramid, food plate, USDA, nutrients, food plan, sanitation, food handling, diseases, diabetes, childhood obesity

21st Century Themes: Global awareness, health literacy, civic literacy, creativity and innovation, critical thinking and problem solving, communication and collaboration

21st Century Skills

Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication
 Collaboration

21st Century Skills Through NJSL9:

- 9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.
- 9.1.4.A.2 Identify potential sources of income.
- 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
 - CRP1. Act as a responsible and contributing citizen and employee.
 - CRP2. Apply appropriate academic and technical skills.
 - CRP3. Attend to personal health and financial well-being.

Learning Targets

Standards:

- 2.1.4.B.1,2,3,4
- 2.1.4.C.1,2,3

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> ● Which foods supply the best nutrition? ● Which nutrients support overall wellness? ● What information do nutrition labels provide? ● How does the food pyramid/food plate guide our nutrition choices? ● Does good nutrition lead to fewer diseases? ● Which snacks would be the best choice for healthy eating? ● How can we be proactive about controlling childhood obesity? ● Can informed food choices combat diseases like diabetes? 	<p>Unit Enduring Understandings:</p> <p>Students will understand that:</p> <ul style="list-style-type: none"> ● Healthy eating will lead to a healthy body ● Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits ● Choosing a balanced variety of nutritious foods contributes to wellness ● The choices people make with self-care practices, nutrition, and safety practices affect their wellness
<p>Unit Learning Targets</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Differentiate between healthy and unhealthy eating practices ● Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively ● Categorize the different categories on the food pyramid/food plate ● Reflect on their own food choices and determine how to improve them ● Create a healthy meal based on nutritional content, value, calories, and cost ● Interpret food product labels based on nutritional content ● Justify how the use of sanitation and waste disposal, proper food handling and storage prevent diseases and health conditions ● Compare and contrast foods and their link to diseases ● Evaluate the effect of nutrition on body systems ● Analyze how food choices can deter or treat certain diseases 	

Evidence of Learning

Summative Assessment:

- Cumulative test
- Essays
- Portfolio

Formative Assessments:

- Exit cards/slips
- Graphic organizers
- Student reflections

Alternative Assessments:

BrainPop Jr. and Brainpop - Easy quiz and hard quiz

Large print paper quizzes for visual impaired students

Printed quizzes for students with difficulty using chromebooks

Benchmark Assessment:

See benchmark folder

Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> ● Inquiry Learning ● Cooperative Learning/problem solving ● Inquiry Learning ● Think-Pair-Share (T-P-S) ● Graphic Organizers ● Cooperative Learning/Problem solving ● Differentiated Instruction 	<p>May - June</p>

<ul style="list-style-type: none"> ● Tiered Assignments ● Class Discussions ● Oral Presentations ● Scenarios/Role Play ● Worksheets 	
<i>Teacher Resources/ Leveled texts</i>	<i>Career Education</i>
<p>Essential Materials, Supplementary Materials, Links to Best Practices (textbook) PE Central American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) www.aapherd.org Partnership for 21st Century Skills www.21stcenturyskills.org AAPAR, American Association for Physical Activity and Recreation. New Jersey Department of Education (2014) Core Curriculum Content Standards in Comprehensive Health and Physical Education www.nj.gov/education/aps/cccs/chpe/standards.htm</p> <ul style="list-style-type: none"> ● Brainpop Jr. resources- “Write about it” “Word Play” <p>Library resources and materials at various levels</p>	<p>See page 3 of curriculum guide</p>
<i>Modifications</i>	<i>Technology Integration</i>
<ul style="list-style-type: none"> ● Modifications/accommodations as mandated by each student’s IEP or 504 Plan. ● Modifications, student difficulties, possible misunderstandings ● Adjust rules to fit the needs of the learner. ● Remediation of fundamental skills where needed ● Modify skills per individuals needs ● Utilize peer tutors ● Adjust size of, or modify, equipment ● Modify movements; break down movement into simpler steps ● Provide a study guide 	<p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p style="text-align: center;">Fact Monster BrainPop BrainPop Jr.</p>

