

**Focus Topic: Standard 2.1: Wellness**

TSW = The Student Will

| Objective(s)  | NJCCCS Alignment | Essential Questions                                  | Understandings                                   | Suggested Assessments   |
|---|------------------|--|--|---|
| TSW describe the physical, social, and emotional dimensions of wellness             | 2.1.4.A.1        | What impact does the stage of life have on wellness? | Healthy choices contribute to wellness           | <ul style="list-style-type: none"> <li>• Ongoing observation &amp; questioning during class discussions</li> <li>• Performance tasks</li> <li>• Projects</li> <li>• Role playing</li> <li>• Technology Integration</li> <li>• Differentiated Instruction</li> </ul> |
| TSW demonstrate personal hygiene practices that support wellness                    | 2.1.4.A.1        | Why are foods classified?                            | Practicing safety promotes healthy conditions    |   |
| TSW discuss factors that contribute to healthy physical, social, emotional growth   | 2.1.4.B.1        | What impact does wellness have on health conditions? | A person expresses emotions in a variety of ways |   |
| TSW differentiate between healthy and unhealthy eating patterns                     | 2.1.4.B.2        | What makes food healthy?                             | Abuse is unhealthy                               |   |
| TSW interpret food product labels   | 2.1.4.B.4        | How do health conditions affect a person's wellness? | There are strategies to deal with stress         |   |
| TSW discuss the importance of the early detection of diseases and health conditions | 2.1.4.C.1        | How is a situation determined to be abusive?         |  |   |
| TSW determine the characteristics of safe and unsafe situations                     | 2.1.4.D.1        | How can you deal with stress?                        |  |   |
| TSW explain that abuse can take several forms, including verbal and emotional       | 2.1.4.D.2        | What is a stereotype?                                |  |   |

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| TSW describe the characteristics of safe and unsafe situations  | 2.1.4.D.3 |  |  |  |
| TSW describe and demonstrate simple first aid procedures, including the assessment of choking and breathing   | 2.1.4.D.4 |  |  |  |
| TSW describe basic human needs and how individuals and families attempt to meet those needs   | 2.1.4.E.1 |  |  |  |
| TSW distinguish among conflict, violence, , harassment, and bullying and discuss factors that contribute to each  | 2.1.4.E.2 |  |  |  |
| TSW discuss the causes of stress  | 2.1.4.E.4 |  |  |  |
| <p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Skeletons – use models, pictures and x rays to have students compare to various animals</li> <li>• Promote school safety rules by discussing rules of the school, on the bus, playground, etc. Discuss how these rules, if not followed, could cause safety issues</li> <li>• Literature Connection: <i>Arnie and the New Kid</i> (Nancy L. Carlson)</li> </ul> |           |  |  |  |

**Focus Topic: Standard 2.2: Integrated Skills**

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| Objective(s)  | NJCCCS Alignment | Essential Questions   | Understandings                                    | Suggested Assessments   |
|---|------------------|---|---|---|
| TSW present health information, orally and in writing, to peers               | 2.2.4.A.1        | Why is communication important?                                   | People are entitled to have ideas and opinions    | <ul style="list-style-type: none"> <li>• Ongoing observation &amp; questioning during class discussions</li> <li>• Performance tasks</li> <li>• Projects</li> <li>• Role playing</li> <li>• Technology Integration</li> <li>• Differentiated Instruction</li> </ul> |
| TSW identify ways to improve listening skills                                 | 2.2.4.A.2        | Why is it important to be tolerant of other's ideas and opinions? | Decisions play an important role in everyday life |   |
| TSW identify the steps to making an effective decision                        | 2.2.4.B.1        | Why are goals important?  | Character traits are learned                      |   |
| TSW describe situations that might require a decision about health and safety | 2.2.4.B.2        | What is character?  |   |   |
| TSW determine how family, peers, and media influence decisions                | 2.2.4.B.3        | Why is it important to work cooperatively?                        |   |   |
| TSW develop a personal health goal and track progress                         | 2.2.4.B.4        |   |   |   |
| TSW determine how an individual's character develops over time                | 2.2.4.C.1        |   |   |   |
| TSW define ethical values   | 2.2.4.C.2        |   |   |   |

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| TSW describe character traits such as trustworthiness, responsibility, respect, caring, justice, and fairness   | 2.2.4.C.2 |  |  |  |
| TSW understand the importance of being a productive community member  | 2.2.4.D.2 |  |  |  |
| TSW explain when and how to seek help with a health problem   | 2.2.4.E.2 |  |  |  |
| <p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Use puppets to simulate three characters:             <ol style="list-style-type: none"> <li>1. Mouse: Meek, weak, dos not stick up for his/her own ideas</li> <li>2. Monster: Bully, pushes ideas on others</li> <li>3. Me: a balance between a monster and a mouse</li> </ol> <p>Model how each character might handle the same conflict situation</p> </li> <li>• Literature Connection: <u><i>Character Building Day by Day: 180 Quick Read-Alouds for Elementary School and Home</i></u> (Louise B. Weldon); <u><i>Clown</i></u> (Quentin Blake); <u><i>Ramona's World</i></u> (Beverly Cleary)</li> </ul> |           |  |  |  |

**Focus Topic: Standard 2.3: Drugs and Medicines**

TSW = The Student Will

| Objective(s)   | NJCCCS Alignment | Essential Questions                                      | Understandings   | Suggested Assessments   |
|--|------------------|--|--|---|
| TSW explain what medicines are and when some types of medicines are used                               | 2.3.4.A.1        | How do we determine if a medicine is helpful or harmful? | Certain drugs have harmful effects on the mind and body        | <ul style="list-style-type: none"> <li>• Ongoing observation &amp; questioning during class discussions</li> <li>• Performance tasks</li> <li>• Projects</li> <li>• Role playing</li> <li>• Technology Integration</li> <li>• Differentiated Instruction</li> </ul> |
| TSW explain why medicines should be administered as directed   | 2.3.4.A.2        | How does tobacco smoke impact others?                    | Tobacco smoke effects the environment and the health of others |   |
| TSW explain why it is illegal to use or possess certain drugs/substances and the possible consequences | 2.3.4.B.1        | How does addiction affect a person?                      | Alcohol, tobacco, and some drugs are addictive                 |   |
| TSW explain long and short term physical effect of tobacco use   | 2.3.4.B.2        | What is addiction?                                       |  |   |
| TSW explain why tobacco smoke is harmful to nonsmokers   | 2.3.4.B.3        |  |  |   |
| TSW identify products that contain alcohol   | 2.3.4.B.4        |  |  |   |
| TSW identify the short- and long-term physical effects of inhaling certain substances                  | 2.3.4.B.5        |  |  |   |
| TSW identify signs that a person might have an alcohol, tobacco, and/or drug use problem               | 2.3.4.C.1        |  |  |   |

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| TSW differentiate between drug use, abuse, and misuse  | 2.3.4.C.2 |  |  |  |
| TSW determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs   | 2.3.4.C.2 |  |  |  |
| <p><b>Suggested Activities/Resources</b></p> <ul style="list-style-type: none"> <li>• Students write an acrostic poem using the word “WELLNESS” or “HEALTHY”</li> <li>• Create a Hyperstudio/PowerPoint story presentation related to substance use and chemical dependency</li> <li>• Literature Connection: <i>Mrs. Dole Is out of Control!</i> (Dan Gutman); <i>Judy Moody, M. D.: The Doctor is In!</i> (Megan McDonald); <i>When Someone You Love Has Cancer: A Guide to Help Kids Cope</i> (Alaric Lewis)</li> </ul> |           |  |  |  |

**Focus Topic: Standard 2.4: Human Relationships and Sexuality**

TSW = The Student Will

| Objective(s)   | NJCCCS Alignment | Essential Questions                                 | Understandings                                   | Suggested Assessments   |
|--|------------------|---|--|---|
| TSW compare and contrast different kinds of families                         | 2.4.4.A.1        | What are different kinds of touches?                | Every person contributes to the family           | <ul style="list-style-type: none"> <li>• Ongoing observation &amp; questioning during class discussions</li> <li>• Performance tasks</li> <li>• Projects</li> <li>• Role playing</li> <li>• Technology Integration</li> <li>• Differentiated Instruction</li> </ul> |
| TSW understand how families share common values                              | 2.4.4.A.1        | What type of help is available to families in need? | A family’s success depends on all members within |   |
| TSW understand healthy relationships   | 2.4.4.A.2        | How do successful families function?                | We all belong to a family                        |   |
| TSW differentiate changes occurring at puberty                               | 2.4.4.B.1        |   |  |   |
| TSW explain why puberty begins and ends at different ages                    | 2.4.4.B.1        |   |  |   |
| TSW explain the process of fertilization (cell division)                     | 2.4.4.C.1        |   |  |   |
| TSW understand the factors that contribute to a mother having a healthy baby | 2.4.4.C.2        |   |  |   |

**Suggested Activities/Resources**

- Plot student growth throughout the year – height, weight, shoe size – graph results to show any growth spurts
- Have students journal about the qualities of a true friend
- Illustrate family goals
- Literature Connection: *Tales of a Fourth Grade Nothing* (Judy Blume); *Friendship* (Mildred D. Taylor); *Magic School Bus inside the Human Body* (Bruce Degen)





**Focus Topic: Standard 2.5: Motor Skill Development**

TSW = The Student Will

| Objective(s)  | NJCCCS Alignment | Essential Questions                              | Understandings  | Suggested Assessments  |
|---|------------------|--|---|--|
| TSW explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings                        | 2.5.4.A.1        | How does practice and effort impact performance? | Responsible personal and social behavior are important to demonstrate in physical activity settings | <ul style="list-style-type: none"> <li>• Ongoing observation &amp; questioning during class discussions</li> <li>• Performance tasks</li> <li>• Self-Assessment</li> <li>• Projects</li> <li>• Technology Integration</li> <li>• Differentiated Instruction</li> </ul> |
| TSW demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways | 2.5.4.A.2        | Why is sportsmanship important?                  | Safety is an important part of physical education   |  |
| TSW respond in movement to changes in tempo, beat, rhythm, or musical style   | 2.5.4.A.3        | Why are rules important?                         | Attitude affects performance  |  |
| TSW correct movement errors in response to feedback   | 2.5.4.A.3        |  | Rules affects play  |  |
| TSW explain the difference between offense and defense  | 2.5.4.B.1        |  |   |  |
| TSW demonstrate strategies that enable team and group members to achieve goals  | 2.5.2.B.2        |  |   |  |
| TSW choose appropriate ways to motivate and celebrate accomplishments   | 2.5.2.B.2        |  |   |  |

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| TSW explain what it means to demonstrate good sportsmanship | 2.5.4.C.1 |  |  |  |
| TSW apply rules and procedures during physical activity     | 2.5.4.C.2 |  |  |  |

**Suggested Activities/Resources**

- Word walls – vocabulary and concepts words are displayed. Word walls may be specific to the current unit or ongoing throughout the year
- Keep ‘Em Moving – students dodge a ball rolled across a pathway – vary locomotor movements
- The Beat Goes On – Jump rope to the beat of music
- Literature Connection: *Hour of the Olympics* (Mary Pope Osborne); *Go Long!* (Ronde Barber); *Runaway Ralph* (Beverly Cleary)



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**Focus Topic: Standard 2.6: Fitness**

TSW = The Student Will

| Objective(s)  | NJCCCS Alignment | Essential Questions                            | Understandings  | Suggested Assessments  |
|---|------------------|--|---|--|
| TSW explain the benefits of regular physical activity in relation to personal health  | 2.6.4.A.1        | How does fitness affect health and well being? | Personal fitness is important in order to lead a healthy lifestyle    | <ul style="list-style-type: none"> <li>• Ongoing observation &amp; questioning during class discussions</li> <li>• Performance tasks</li> <li>• Self-Assessment</li> </ul> |
| TSW explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness | 2.6.4.A.2        | How does technology connect to fitness?        | Fitness activity benefits the physical, social and emotional wellness | <ul style="list-style-type: none"> <li>• Projects</li> <li>• Technology Integration</li> <li>• Differentiated Instruction</li> </ul>                                       |
| TSW develop a fitness goal and monitor progress towards achievement of the goal   | 2.6.4.A.3        |  |   |  |
| TSW determine the extent to which different factors influence personal fitness  | 2.6.4.A.4        |  |   |  |

**Suggested Activities/Resources**

- Word Sorts/Sort Cards – using index cards, students can sort vocabulary words by categories, match definitions to vocabulary words or sequence the steps to a skill. Sorts can be incorporated with movement in a relay race format of a movement scavenger hunt
- Have students record their heart rate at rest. Students then work for short segments of time using varying exercise each exercise should be more strenuous than the last – students record heart rate after each segment.
- Literature Connection: *Exercise* (Liz Gogery); *Exercise* (Claire Llewelyn)

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| <b>Assessments</b>                                   | Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, fitness pre & post assessments  |
| <b>21st Century Skills and Career Integration</b>    | Global awareness, communication and collaboration, life skills  |
| <b>Technology Integration</b>                        | Websites/apps for fitness, multimedia resources, video streaming, pod casting, xBox Dance   |
| <b>Interdisciplinary Connections</b>                 | Writing: self-assessment / exit tickets, math patterns  |
| <b>Core Instructional and Supplemental Materials</b> | Physical education websites, streaming services, Health series  |
| <b>Modifications/Accommodations</b>                  | ELL: Alternate responses, extended time, teacher modeling, simplified directions, vocabulary banks, manipulatives, nonverbal responses, sentence frames, prompts, partner talk<br>Special Education: Enlarged graph paper, small group instruction, highlighted instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models<br>G&T: Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group |



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