**Focus Topic**: **Standard 2.1: Wellness** TSW = The Student Will

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| **Objective(s)** | **NJCCCS**  **Alignment** | **Essential Questions** | **Understandings** | **Suggested Assessments** |
| TSW explain how making healthy choices and having healthy relationships contribute to wellness | 2.1.2.A.1 | How can I achieve optimal wellness? | Responsible health behaviors require critical thinking, decision-making, problem solving, and communication skills | * Ongoing observation & questioning during class discussions * Performance tasks * Role playing * Projects * Technology Integration * Differentiated Instruction |
| TSW name and locate body organs and parts | 2.1.2.A.2 | How do healthy foods impact our life? | Locating, using and evaluating health information and resources may promote wellness |
| TSW explain why some foods are healthier to eat than others | 2.1.2.B.1 | How do diseases and health conditions impact our lives? | Healthy choices contribute to wellness |
| TSW explain what information can be found on food and product labels | 2.1.2.B.3 | What does nutrition mean? | Safety is essential to my own well being and the well-being of others |
| TSW understand the symptoms of diseases and health conditions | 2.1.2.C.1 | What are some important safety rules? | Developing healthy physical, mental and social habits involves making appropriate choices |

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| TSW discuss strategies to prevent the spread of common health conditions | 2.1.2.C.2 | How can I keep my body safe? |  |  |
| TSW identify ways to prevent injuries | 2.1.2.D.1 | What is conflict? |  |
| TSW use safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults | 2.1.2.D.2 | How can conflict be resolved? |  |
| TSW identify basic social and emotional needs of all people | 2.1.2.E.1 |  |  |
| TSW determine possible causes of conflict between people and appropriate ways to prevent and resolve them | 2.1.2.E.2 |  |  |
| TSW demonstrate ways to deal with conflict | 2.1.2.E.2 |  |  |
| **Suggested Activities/Resources**   * Label body tracings with unhealthy habits and healthy habits * Demonstrate proper hand washing technique * Play, “Doctor, Doctor”, where students identify the symptoms and must determine what is wrong with the character * Draw a picture of a person and create a story about why the person feels this way * Literature Connection: *Good Enough to Eat: A Kid's Guide to Food and Nutrition (*Lizzy Rockwell), *Little Critter: Good for Me and You* (Mercer Mayer*) Why Should I Eat Well?* (Mike Gordon | | | | |

**Focus Topic**: **Standard 2.2: Integrated Skills** TSW = The Student Will

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| **Objective(s)** | **NJCCCS**  **Alignment** | **Essential Questions** | **Understandings** | **Suggested Assessments** |
| TSW express ideas and opinions about wellness issues | 2.2.2.A.1 | Why is communication important? | People are entitled to have ideas and opinions | * Ongoing observation & questioning during class discussions * Performance tasks * Role playing * Projects * Technology Integration * Differentiated Instruction |
| TSW demonstrate effective communication and listening skills | 2.2.2.B.1 | Why is it important to be tolerant of other’s ideas and opinions? | Health decisions are influenced |
| TSW explain the steps to making an effective health decision | 2.2.2.B.2 | What is a wellness goal? | A person’s character and values are reflective of that individual |
| TSW discuss how parents, peers, and the media influence health decisions | 2.2.2.B.3 | In what ways do we deal with our feelings? |  |
| TSW develop a wellness goal and explain why setting a goal is important | 2.2.2.B.4 | When should a person be a leader and when should they be a follower? |  |
| TSW explain that a person’s character and values are reflected in the way the person thinks | 2.2.2.C.1 |  |  |
| TSW identify types of disabilities | 2.2.2.C.2 |  |  |

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| TSW understand the value in participating in a service activity | 2.2.2.D.1 |  |  |  |
| **Suggested Activities/Resources**   * Discuss and/or preview various health related commercials. Have students identify what the ad was intending to sell and its accuracy. Variations: ads from newspapers and magazines * Illustrate directions for a common health practice (i.e. washing hands, brushing teeth, fastening seat belt, flossing teeth, wearing bike helmet, etc.) * Literature Connection: *Hands are not for Hitting* (Martin Agassi), *Friends* (Helme Heine), *Let’s Be Enemies* (Janice May Udry), *Why Should I Listen?* (Mike Gordan), *Howard B. Wigglebottom Learns to Listen (*Howard Binkow) | | | | |

**Focus Topic**: **Standard 2.3: Drugs and Medicines** TSW = The Student Will

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| **Objective(s)** | **NJCCCS**  **Alignment** | **Essential Questions** | **Understandings** | **Suggested Assessments** |
| TSW **i**dentify different kinds of medicines and their uses | 2.3.2.A.1 | How do we determine if a medicine is helpful or harmful? | Certain drugs have harmful effects on the mind and body | * Ongoing observation & questioning during class discussions * Performance tasks * Role playing * Projects * Technology Integration |
| TSW understand that medicines can be helpful or harmful | 2.3.2.A.1 | How does tobacco smoke impact the environment and the health of others? | Tobacco smoke effects the environment and the health of others |
| TSW give examples of the ways drugs can be abused | 2.3.2.B.1 | What is addiction? | Alcohol, tobacco, and some drugs are addictive |

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| TSW understand and explain that tobacco use contributes to lung diseases and fires | 2.3.2.B.2 |  |  | * Differentiated Instruction |
| TSW discuss how tobacco smoke impacts the environment and the health of nonsmokers | 2.3.2.B.3 |  |  |
| TSW identify substances that should never be consumed or inhaled | 2.3.2.B.5 |  |  |
| TSW explain that some people cannot control their use of alcohol, tobacco, and other drugs | 2.3.2.C.1 |  |  |
| **Suggested Activities/Resources**   * Discuss and illustrate the difference between Over the Counter, Prescription, and Illegal drugs * Showcase empty containers of common household substances/medicines. Categorize each as “healthful” or “harmful” * Literature Connection: *Fill a Bucket* (Carol McCloud), *The Boo Boo Book* (Joy Masoff) | | | | |

**Focus Topic**: **Standard 2.4: Human Relationships and Sexuality** TSW = The Student Will

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| **Objective(s)** | **NJCCCS**  **Alignment** | **Essential Questions** | **Understandings** | **Suggested Assessments** |
| TSW compare and contrast different kinds of families (locally and globally) | 2.4.2.A.1 | What are different kinds of touches? | Every person contributes to the family | * Ongoing observation & questioning during class discussions * Performance tasks * Projects * Role playing * Technology Integration * Differentiated Instruction |
| TSW understand the roles and responsibilities of family members | 2.4.2.A.2 | What type of help is available to families in need? | We all belong to a family |
| TSW determine the factors that contribute to healthy relationships | 2.4.2.A.3 | What is friendship? | Friendship is important in life |
| TSW compare and contrast the physical differences and similarities of the genders | 2.4.2.B.1 | What is a successful family? |  |
| TSW explain the factors that contribute to a mother having a healthy baby | 2.4.2.C.1 |  |  |
| **Suggested Activities/Resources**   * Create a family crest based on their family’s heritage and tradition * Given character backgrounds, students will identify qualities of “Good Character” by indicating thumbs up or thumbs down * Photographic Time Line – develop a timeline of student life – discuss the physical, emotional, and social changes that have occurred over time * Literature Connection: *Incredible You!: 10 Ways to Let Your Greatness Shine Through (*Wayne W. Dyer*) Bear's New Friend (*Karma Wilson ), It's Not the Stork!: *A Book About Girls, Boys, Babies, Bodies, Families, and Friends* (Robie H. Harris), *Parts* (Ted Arnold) | | | | |

**Focus Topic**: **Standard 2.5: Motor Skill Development** TSW = The Student Will

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| **Objective(s)** | **NJCCCS**  **Alignment** | **Essential Questions** | **Understandings** | **Suggested Assessments** |
| TSW perform movement skills in developmentally appropriate form | 2.5.2.A.1 | How can skill development impact physical activity? | Responsible personal and social behavior are important to demonstrate in physical activity settings | * Ongoing observation & questioning during class discussions * Performance tasks * Self-Assessment * NJ TAP IN Checklist * Projects * Technology Integration * Differentiated Instruction |
| TSW demonstrate smooth transitions between movement skills | 2.5.2.A.2 | How does practice and effort impact performance? | Safety is an important part of physical education |
| TSW demonstrate weight transfer, balance, coordination | 2.5.2.A.2 | When is play competitive? | Attitude affects performance |
| TSW respond in movement to changes in musical style | 2.5.2.A.3 | Why is sportsmanship important? | Sportsmanship affects both competitive and cooperative play |
| TSW modify and adapt movement skills in relation to body parts | 2.5.2.A.4 |  |  |
| TSW understand the difference between competitive and cooperative strategies | 2.5.2.B.1 |  |  |
| TSW understand the characteristics of good sportsmanship | 2.5.2.B.3 |  |  |

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| TSW promote team and group members to achieve a common goal | 2.5.2.B.4 |  |  |  |
| TSW demonstrate good sportsmanship | 2.5.2.C.1 |  |  |
| TSW demonstrate safety rules during basic activities | 2.5.2.C.2 |  |  |
| **Suggested Activities/Resources**   * Blast Off – while music plays, students move around the area (locomotor movement = walking, jogging, skipping). When music stops, squat into a “blastoff” position and begin to countdown 10 to 1. At the end of countdown, students jump high into the air (like a rocket blastoff) and yell “Blast Off”. Repeat. * To the Letter – post various pieces of card stock with letters or numbers throughout the area at chest height of students Have students practice a chest pass (underhand or overhand) at each card. Students collect the cards that they successfully hit. * Literature Connection: *Nate the Great and the Stolen Base* ( Marjorie Weinman Sharmat*,) Froggy's Day with Dad (*Jonathan London*), My Daddy Is a Pretzel* (Baron Baptiste*)* | | | | |

**Focus Topic**: **Standard 2.6: Fitness** TSW = The Student Will

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| **Objective(s)** | **NJCCCS**  **Alignment** | **Essential Questions** | **Understandings** | **Suggested Assessments** |
| TSW discuss the physical, social, and emotional benefits of regular physical activity | 2.6.2.A.1 | How does fitness affect health and well being? | Personal fitness is important in order to lead a healthy lifestyle | * Ongoing observation & questioning during class discussions * Performance tasks * Self-Assessment * NJ TAP IN Checklist * Projects * Technology Integration * Differentiated Instruction |
| TSW describe how body systems respond to vigorous exercise | 2.6.2.A.2 | How can fitness keep me healthy? | Fitness is an important part of life |
| TSW develop a fitness goal and monitor progress over time | 2.6.2.A.3 | Am I physically fit? | Participation in physical activity contributes to wellness |
| **Suggested Activities/Resources**   * Get Fit! – Create stations for each fitness component * Crossing the Stream - Use chalk to draw two lines to represent a stream. Vary the width, with banks nearly touching in some places, widening to no more than 4 feet. Mark the spots where children demonstrate the ability to jump across. Try running leaps. Try jumping with feet together. Have children yell something fun when they jump, such as, "Geronimo!" * Literature Connection: *The Busy Body Book: A Kid's Guide to Fitness* (Lizzy Rockwell*)*, *Exercise* (Liz Gogerly), *Physical Fitness* (Alvin Silverstein), *Being Active* (Mari Schuh) | | | | |

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| **Assessments** | Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, fitness pre & post assessments |
| **21st Century Skills and Career Integration** | Global awareness, communication and collaboration, life skills |
| **Technology Integration** | Websites/apps for fitness, multimedia resources, video streaming, pod casting, xBox Dance |
| **Interdisciplinary Connections** | Writing: self-assessment / exit tickets, math counting & patterns |
| **Core Instructional and Supplemental Materials** | Physical education websites, streaming services, Health series |
| **Modifications/Accommodations** | ELL: Alternate responses, extended time, teacher modeling, simplified directions, vocabulary banks, manipulatives, nonverbal responses, sentence frames, prompts, partner talk  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  G&T: Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group  504/Students at Risk: Enlarged graph paper, small group instruction, highlighted  instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, models |