**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 what being “well” means and identify self-care practices that support wellness | 2.1.2.A.1 | How do healthy foods impact our life? | Healthy choices contribute to wellness | * Ongoing observation & questioning during class discussions * Performance tasks * Projects * Role playing * Technology Integration * Differentiated Instruction |
| TSW use correct terminology to identify body parts, and explain how body parts work together to support wellness | 2.1.2.A.2 | How can I achieve optimal wellness? | Food choices contribute to wellness |
| TSW explain why some foods are healthier to eat than others | 2.1.2.B.1 | How do healthy foods impact our life? | Your body should be kept safe |
| TSW explain how foods on MyPlate differ in nutritional content and value | 2.1.2.B.2 | How do diseases and health conditions impact our lives? | A person expresses emotions in a variety of ways |
| TSW summarize information about food found on product labels | 2.1.2.B.3 | How can I keep my body safe? | There are strategies to prevent and resolve conflict |
| TSW summarize symptoms of common diseases and health conditions | 2.1.2.C.1 | How can conflict be resolved? |  |
| TSW summarize strategies to prevent the spread of common diseases and health conditions | 2.1.2.C.2 |  |  |
| TSW determine how personal feelings can affect one’s wellness | 2.1.2.C.3 |  |  |

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| TSW identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention) | 2.1.2.D.1 |  |  |  |
| TSW differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches | 2.1.2.D.2 |  |  |
| TSW identify procedures associated with pedestrian, bicycle, and traffic safety | 2.1.2.D.3 |  |  |
| TSW explain healthy ways of coping with common stressful situations experienced by children | 2.1.2.E.3 |  |  |
| **Suggested Activities/Resources**   * Teeth timeline – place tooth patterns in sequential order to indicate areas of development (i.e. first tooth, flossing, sealants, orthodontic work, regular checkups) * Building the Pyramid – place pictures of favorite foods onto a large model of the Food Guide Pyramid. Correct any areas that may indicate a deficit. * Healthy Snack Day – place student draw pictures of healthy snacks brought to school on the Food Guide Pyramid * Create a health puzzle to illustrate a positive health behavior (i.e. brushing teeth, eating fruit, being safe) * Literature Connection: *The Edible Pyramid: Good Eating Every Day Rev (*Loreen Leedy)*; My Food Pyramid (*DK Publishing); *Double-Dip Feelings: Stories to Help Children Understand Emotions (*Barbara S. Cain) | | | | |

**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 needs, wants, and feelings in health- and safety- related situations | 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 * Projects * Role playing * Technology Integration * Differentiated Instruction |
| TSW relate decision-making by self and others to one’s health | 2.2.2.B.2 | Why is it important to be tolerant of other’s ideas and opinions? | Health decisions are influenced |
| TSW determine ways parents, peers, technology, culture, and the media influence health decisions | 2.2.2.B.3 | What is a wellness goal? | A person’s character and values are reflective of that individual |
| TSW select a personal health goal and explain why setting a goal is important | 2.2.2.B.4 | In what ways do we deal with our feelings? |  |
| TSW identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities | 2.2.2.C.2 |  |  |
| TSW determine the benefits for oneself and others of participating in a class or school service activity | 2.2.2.D.1 |  |  |
| TSW determine where to access home, school, and community health professionals | 2.2.2.E.1 |  |  |

**Suggested Activities/Resources**

* Health Messages – small groups of students role play advertisements that promote health related items (toothpaste, weight-loss, mouthwash, etc.) Have students critique the role play for factual information, false advertising, and gimmicks. Identify ways that the product is promoted as safe, fun, or necessary
* Dealing with Problems – use children’s literature to demonstrate ways that individuals solve problems. Read aloud a story about a character with important decisions to make. Use the following questions:
  1. What was the character’s problem?
  2. What did the character do first to try and solve the problem?
  3. What worked?
  4. What did the character learn about the problem?
* Literature Connection: *No Excuses!: How What You Say Can Get in Your Way* ( Wayne W. Dyer)*; Purplicious (*Elizabeth Kann)*; Respect* (Lucia Raatma)

**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 explain what medicines are and when some types of medicines are used | 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 * Projects * Role playing * Technology Integration * Differentiated Instruction |
| TSW explain why medicines should be administered as directed | 2.3.2.A.2 | How does tobacco smoke impact others? | Tobacco smoke effects the environment and the health of others |
| TSW explain effects of tobacco use on personal hygiene, health, and safety | 2.3.2.B.2 | What is addiction? | Alcohol, tobacco, and some drugs are addictive |
| TSW explain why tobacco smoke is harmful to nonsmokers | 2.3.2.B.3 | How does addiction affect a person? |  |
| TSW identify products that contain alcohol | 2.3.2.B.4 |  |  |
| TSW explain that people who abuse alcohol, tobacco, and other drugs can get help | 2.3.2.C.2 |  |  |
| **Suggested Activities/Resources**   * Safe Use of Medicine – create puppets demonstrating the proper use of medicines * Great Wall of Wellness – divide students into groups and have each person in the group list five things that make him/her healthy. Share ideas with the class. Have class create a mural illustrating the healthy behaviors. * Literature Connection: *Being Safe* (Sindy McKay); *How Full is Your Bucket?* (Tom Rath); *No Excuses!* (Wayne W. Dyer) | | | | |

**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 | 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 distinguish the roles and responsibilities of different family members | 2.4.2.A.2 | What type of help is available to families in need? | We all belong to a family |
| TSW understand how families share common values, provide love and emotional support, and also set boundaries and limits | 2.4.2.A.3 | How do successful families function? | A family’s success depends on all members within |
| TSW compare and contrast the physical differences and similarities of genders | 2.4.2.B.1 |  |  |
| TSW understand the factors that contribute to a mother having a healthy baby | 2.4.2.C.1 |  |  |
| **Suggested Activities/Resources**   * My Body, My Home – Sing the song “Head, Shoulders, Knees, and Toes”…each verse add new parts of the body. Make a list of smaller body parts (nose, eyes, feet, etc.) * Have students draw a family tree showing up to 10 family members * Literature Connection: *More Parts* (Tedd Arnold); Strangers - *Berenstain Bears Learn About Strangers* (Jan Berenstain); *Family* (Isabell Monk) | | | | |

**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 explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings | 2.5.2.A.1 | How does practice and effort impact performance? | Responsible personal and social behavior are important to demonstrate in physical activity settings | * Ongoing observation & questioning during class discussions * Performance tasks * Self-Assessment * Projects * Technology Integration * Differentiated Instruction |
| TSW 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.2 | When is play competitive? | Safety is an important part of physical education |
| TSW respond in movement to changes in tempo, beat, rhythm, or musical style | 2.5.2.A.3 | Why is sportsmanship important? | Attitude affects performance |
| TSW correct movement errors in response to feedback | 2.5.2.A.4 | Why are rules important? | Rules affects both competitive and cooperative play |
| TSW explain the difference between offense and defense | 2.5.2.B.2 |  |  |
| TSW demonstrate strategies that enable team and group members to achieve goals | 2.5.2.B.4 |  |  |

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| TSW explain what it means to demonstrate good sportsmanship | 2.5.2.C.1 |  |  |  |
| **Suggested Activities/Resources**   * Jump the Creek - have students imitate the movement of wildlife they may see near a creek * NHT Zone (NO HUMAN TARGETS) – use targets of varying size (inflatable toys, cones, etc.) and a variety of balls. Create a playing area by placing two lines approximately 10 to 20 feet apart. Place the targets in the empty space and have students throw at the targets from behind the lines. * Literature Connection: *Junie B. Jones Is Captain Field Day* (*Barbara Park); The Berenstain Bears Play a Good Game*   (Michael Berenstain*); Arthur Makes the Team (*Marc Brown) | | | | |

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

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| **Objective(s)** | **NJCCCS**  **Alignment** | **Essential Questions** | **Understandings** | **Suggested Assessments** |
| TSW explain the role of regular physical activity in relation to personal health | 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 * Projects * Technology Integration * Differentiated Instruction |
| TSW explain what it means to be physically fit and engage in moderate to vigorous age- appropriate activities that promote fitness | 2.6.2.A.2 | How can fitness keep me healthy? | Fitness activity benefits the physical, social and emotional wellness |
| TSW develop a fitness goal and monitor progress towards achievement of the goal | 2.6.2.A.3 | How does technology connect to fitness? | Physical activity has various components |
| **Suggested Activities/Resources**   * Listen to Your Heart – use teams of two students - use a stethoscope and allow students to listen to each other’s heart (use alcohol wipes for ear pieces) * Chart the Heart – graph results of “Listen to Your Heart” * Create a word wall of fitness related words * Literature Connection: *Play Ball, Amelia Bedelia* (Peggy Parish)*; The Lucky Baseball Bat (*Matt Christopher); *The Field Day from the Black Lagoon* (Mike Thaler) | | | | |

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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 |