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

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| **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 | * Ongoing observation & questioning during class discussions
* Performance tasks
* Projects
* Role playing
* Technology Integration
* Differentiated Instruction
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| TSW demonstrate personal hygiene practices that support wellness | 2.1.4.A.1 | How do foods affect wellness? | Practicing safety promotes healthy conditions |
| TSW discuss factors that contribute to healthy physical, social, emotional growth | 2.1.4.B.1 | Why do we need to eat healthy foods? | A person expresses emotions in a variety of ways |
| TSW differentiate between healthy and unhealthy eating patterns | 2.1.4.B.2 | What impact does wellness have on health conditions? | There are strategies to prevent and resolve conflict |
| TSW interpret food product labels | 2.1.4.B.4 | What are the connections to safety and wellness? |  |
| 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 | What is stress? |  |

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| TSW explain that abuse can take several forms, including verbal and emotional | 2.1.4.D.2 |  |  |  |
| 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 |  |  |
| **Suggested Activities/Resources*** Wellness Plan – place health related items on a table (towel, soap, comb, toothbrush) – have students describe orally how the item contributes to wellness
* Have student groups write as many fruits and vegetables in a 3 minute time frame as possible
* Pyramid Construction – use clip art, magazine pictures of drawings to create a Food Guide appropriate to each section
* Literature Connection: *Is There Really a Human Race?* (Jamie Lee Curtis); *Leo the Late Bloomer* (Robert Kraus); *Safety*

(Liz Gogerly) |

**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 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 | * Ongoing observation & questioning during class discussions
* Performance tasks
* Projects
* Role playing
* Technology Integration
* Differentiated Instruction
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| 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 adecision 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 |  |  |  |
| **Suggested Activities/Resources*** Distribute a variety of newspapers to small groups and instruct the students to search for articles related to health.
* Students draw maps of the local community emphasizing places to walk, play, ride bikes, skateboard, etc. Students may also identify potential safety hazards.
* Brainstorm synonyms for the word “conflict” then brainstorm options or behaviors that can be used to peacefully resolve conflicts.
* Literature Connection: *Once Upon a Dragon: Stranger Safety for Kids (and Dragons)* (Jean E. Pendziwol); *Harvesting Hope: The Story of Cesar Chavez* (Kathleen Krull)
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**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 | 2.3.4.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
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| 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 effects of tobacco use on personal hygiene, health, and safety | 2.3.4.B.2 | What is addiction? | Alcohol, tobacco, and some drugs are addictive |
| TSW explain why tobacco smoke is harmful to nonsmokers | 2.3.4.B.3 | How does addiction affect a person? |  |
| TSW identify products that contain alcohol | 2.3.4.B.4 |  |  |
| TSW explain that people who abuse alcohol, tobacco, and other drugs can get help | 2.3.4.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)
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**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 | 2.4.4.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
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| TSW distinguish the roles and responsibilities of different family members | 2.4.4.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 | 2.4.4.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 | 2.4.4.B.1 |  |  |
| TSW understand the factors that contribute to a mother having a healthy baby | 2.4.4.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)
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**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 | 2.5.4.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
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| 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 |  |  |

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| TSW explain what it means to demonstrate good sportsmanship | 2.5.4.C.1 |  |  |  |
| **Suggested Activities/Resources*** Choose a leader where students use their observation skills to react to a series of movements performed by a leader
* Planet Tag – Brainstorm the characteristics of the planets and the sun. One student calls out the name of a planet while the class simulates the characteristic (i.e. Sun – stay in place pretending to have hot feet; Saturn – run in small circles like rings)
* Literature Connection: Miss Small Is off the Wall! (Dan Gutman); *Personal Space Camp* (Julia Cook)
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**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 | 2.6.4.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 | 2.6.4.A.2 | How does technology connect to fitness? | Fitness activity benefits the physical, social and emotional wellness |
| TSW develop a fitness goal and monitor progress towards achievement of the goal | 2.6.4.A.3 |  |  |
| **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 Gogerly); *Exercise* (Claire Llewelyn)
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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 talkSpecial Education: Enlarged graph paper, small group instruction, highlighted instructions/keywords and/or computation signs, hands on activities, visual cues, number line, modified assessment, modelsG&T: Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group504/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 |