**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 |
| 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 |  |  |
| **Suggested Activities/Resources**   * Skeletons – use models, pictures and x rays to have students compare to various animals * 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 * Literature Connection: *Arnie and the New Kid* (Nancy L. Carlson) | | | | |

**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 |
| 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 |  |  |  |
| **Suggested Activities/Resources**   * Use puppets to simulate three characters:   1. Mouse: Meek, weak, dos not stick up for his/her own ideas   2. Monster: Bully, pushes ideas on others   3. Me: a balance between a monster and a mouse Model how each character might handle the same conflict situation * Literature Connection: *Character Building Day by Day: 180 Quick Read-Alouds for Elementary School and Home (Louise B. Weldon); Clown (Quentin Blake); Ramona's World (Beverly Cleary)* | | | | |

**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 |
| 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 |  |  |
| **Suggested Activities/Resources**   * Students write an acrostic poem using the word “WELLNESS” or “HEALTHY” * Create a Hyperstudio/PowerPoint story presentation related to substance use and chemical dependency * Literature Connection: *Mrs. Dole Is out of Control!* (Dan Gutman); *Judy Moody, M. D.: The Doctor is In!* (Megan McDonald); *When Someone You Love Has Cancer: A Guide to Help Kids Cope* (Alaric Lewis) | | | | |

**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 |
| 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

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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 |
| 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) | | | | |

**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 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 | * 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 |  |  |
| 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 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 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 |