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

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| **Objective(s)** | **NJCCCS****Alignment** | **Essential Questions** | **Understandings** | **Suggested Assessments** |
| TSW develop an awareness of healthy habits including use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather | 2.1.P.A.1 | What is 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
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| TSW demonstrate emerging self- help skills including develop independence when pouring, serving, and using utensils and when dressing and brushing teeth | 2.1.P.A.2 | In what ways are children alike/different? | Locating, using and evaluating health information and resources may promote wellness |
| TSW explore foods and food groups and compare and contrast foods representative of various cultures by taste, color, texture, smell and shape | 2.1.P.B.1 | What is a healthy food? | Safe choices are essential to my own well being and the well-being of others |
| TSW develop awareness of nutritious food choices and participate in classroom cooking activities | 2.1.P.B.2 | How do diseases and health conditions impact our lives? | Developing healthy physical, mental and social habits involves making appropriate choices |
| TSW hold conversations with knowledgeable adults about daily nutritious meal and snack offerings | 2.1.P.B.2 | What role does safety play in our health? |  |

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| TSW develop an awareness of healthy habits with examples of clean tissue use, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather | 2.1.P.C.1 | What are basic needs? |  |  |
| TSW use safe practices indoors and out (e.g., wear bike helmets, emergency drills, car seats and seat belts use) | 2.1.P.D.1 | How do families help us grow? |  |
| TSW develop an awareness of warning symbols and their meaning | 2.1.P.D.2 | How can I keep my body safe? |  |
| TSW identify community helpers who assist in maintaining a safe environment | 2.1.P.D.3 |  |  |
| TSW know how to dial 911 for help | 2.1.P.D.4 |  |  |
| TSW identify basic social and emotional needs of all people | 2.1.2.E.1 |  |  |
| **Suggested Activities/Resources*** Draw a family portrait and explain roles/responsibilities of family members
* The Most Wonderful Person in the World – focus on the individual strengths of each student; encourage sharing
* Sort various foods using healthy vs. unhealthy guidelines
* Literature Connection: *I’m Growing* (Aliki), *I’m Gonna Like Me* (Jamie Lee Curtis and Laura Cornell), *From Head to Toe* (Eric Carle), *Your Body Belongs to You* (Cornelia Maude Spelman)
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**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 feeling in safety related situations | 2.2.2.A.1 | What are the life skills essential in supporting a healthy, active lifestyle? | Communication is an essential skill | * Ongoing observation & questioning during class discussions
* Performance tasks
* Role playing
* Projects
* Technology Integration
* Differentiated Instruction
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| TSW explain when and how to use refusal skills in health and safety situations | 2.2.2.A.1 | What is communication? | A cohesive group tends to be more productive |
| TSW understand what a decision is and its initials impacts | 2.2.2.B.1 | How does our community help us? | Community service is self rewarding |
| TSW select a personal health goal | 2.2.2.B.4 |  |  |
| TSW understand the basic mental and moral qualities distinctive to an individual (character) | 2.2.2.C.1 |  |  |
| TSW determine the benefits for oneself and others of participating in a class or school service activity. | 2.2.2.D.1 |  |  |
| TSW identify community helpers who assist in maintaining a safe environment | 2.2.P.E.1 |  |  |
| **Suggested Activities/Resources*** Good Health Puppets – make puppets to communicate about healthy behaviors
* Path to Good Health – Tape life size footsteps in classroom – footsteps lead down the path to wellness
* Health Helpers Mural – brainstorm people/places they can go to for help/information about health and use information to create a mural
* Literature Connection: *The Baby Sister* (Tommie DePaola), *Don’t Need Friends* (Carolyn Crimi), *No Trouble at All* (Sally Grindley)
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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 that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy | 2.3.2.A.1 | Why are certain drugs harmful? | Certain drugs have harmful effects on the mind and body | * Ongoing observation & questioning during class discussions
* Performance tasks
* Role playing
* Projects
* Technology Integration
* Differentiated Instruction
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| TSW discuss basic rules when taking medicines | 2.3.2.A.2 | What is the difference between medicine and drugs? | Use caution with certain drugs |
| TSW identify ways that drugs can be abused. | 2.3.2.B.1 | Why are some drugs illegal? |  |
| TSW identify substances that should never be consumed | 2.3.2.B.5 |  |  |
| TSW understand the basic difference between use and abuse | 2.3.2.C.1 |  |  |
| **Suggested Activities/Resources*** Feeling Well - have students draw pictures of themselves when they feel well
* Medicines Make you Feel Well – tell the class a story about a dragon with a sore throat – discuss strategies/medicines to feel well again
* Literature Connection: *George’s Marvelous Medicine* (Roald Dahl), *When I Feel Good about Myself* (Cornelia Spelman),

*Feel Good Book* (Todd Parr), *Bear Feels Sick* (Karma Wilson) |

**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 identify different kinds of families and explain that families may differ for many reasons | 2.4.2.A.1 | Why do families differ? | Family structure differs | * Ongoing observation & questioning during class discussions
* Performance tasks
* Projects
* Role playing
* Technology Integration
* Differentiated Instruction
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| TSW explain that all family members have certain roles and responsibilities that contribute to the successful functioning of the family | 2.4.2.A.2 | How are you cared for? | Every person plays a part in a family |
| TSW determine the factors that contribute to healthy relationships. | 2.4.2.A.3 | What is a successful family? | We all belong to a family |
| TSW explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured | 2.4.2.C.1 |  |  |
| **Suggested Activities/Resources*** Start to Finish – display photos of the students from birth to the present – discuss how people change as they get older
* What is a Family? – use literature to explore various family structures
* Literature Connection: *Dinosaur’s Divorce* (Marc Brown), *We Belong Together: Adoption* (Todd Parr), *Family Book* (Todd Parr),

*Families* (Ann Morris) |

**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 develop and refine gross motor skills like hopping, galloping, jumping, running, and marching | 2.5.P.A.1 | How do children move? | 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
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| TSW develop and refine fine motor skills like gradually complete more complex puzzles, uses smaller- sized manipulatives during play, and uses a variety of writing instruments in a conventional manner | 2.5.P.A.2 | What is safety? | Movement varies |
| TSW use objects and props to develop spatial and coordination skills for example throwing and catching balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons | 2.5.P.A.3 | What are good safety rules? | Safety is an important part of physical education |
| TSW differentiate when to use competitive and cooperative strategies in games | 2.5.2.B.1 | What is sportsmanship? | Attitude affects performance |

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| TSW understand how attitude impacts physical performance | 2.5.2.B.3 | How does one’s mental attitude affect performance? |  |  |
| TSW demonstrate appropriate behaviors and safety rules during basic activities | 2.5.2.C.2 |  |  |
| **Suggested Activities/Resources*** Let’s Dance - students travel through an area using locomotor skills to a lively dance music
* Bouncing Balloons – read story The Red Balloon, use balloons and paddles (Frisbees, plastic lids, aluminum pie tins) – keep balloon afloat
* Literature Connection: *The Red Ballon* (Lamorisse), *Being Active* (Mary Elizabeth Salzmann), *Let’s Exercise* (Elizabeth Vogel), *Exercise* ( Liz Gogerly), *Spriggles Motivational Books for Children : Activity & Exercise* (Jeff Gottleib)
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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 develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching) | 2.6. P.A.1 | What is fitness?How can it keep me healthy? | Fitness is an important part of life | * Ongoing observation & questioning during class discussions
* Performance tasks
* Self-Assessment
* NJ TAP IN Checklist
* Projects
* Technology Integration
* Differentiated Instruction
 |
| TSW develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner) | 2.6. P.A.2 | Am I physically fit?What are good safety rules? | Fitness contributes to wellness |
| **Suggested Activities/Resources*** Let’s Be Active – Create a number of movement skill stations (classify movements as “active” or “inactive”)
* Use a stethoscope to listen to the heart beat before and after a variety of fitness activities
* Literature Connection: *Sorting* (Henry Pluckrose), *Water* (Frank Asch), *Water* (Emily Neve), *The Snowflake* ( Neil Waldman), *Apple Farmer Annie* (Monica Wellington), *Sort it Out* (Barbara Mariconda)
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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 |