

Focus Topic: Standard 2.1: Wellness

TSW = The Student Will

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	<ul style="list-style-type: none"> • 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	

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			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • 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: <u><i>Good Enough to Eat: A Kid's Guide to Food and Nutrition</i></u> (Lizzy Rockwell), <u><i>Little Critter: Good for Me and You</i></u> (Mercer Mayer) <u><i>Why Should I Eat Well?</i></u> (Mike Gordon) 				

Focus Topic: Standard 2.2: Integrated Skills

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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	<input type="checkbox"/> Ongoing observation & questioning during class discussions <input type="checkbox"/> Performance tasks <input type="checkbox"/> Role playing <input type="checkbox"/> Projects <input type="checkbox"/> Technology Integration <input type="checkbox"/> 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			

TSW understand the value in participating in a service activity	2.2.2.D.1			
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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

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW identify 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	<ul style="list-style-type: none"> • 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	

TSW understand and explain that tobacco use contributes to lung diseases and fires	2.3.2.B.2			<ul style="list-style-type: none"> • 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

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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	<ul style="list-style-type: none"> • 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			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • 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: <i>Incredible You!: 10 Ways to Let Your Greatness Shine Through</i> (Wayne W. Dyer) <i>Bear’s New Friend</i> (Karma Wilson), <i>It’s Not the Stork!: A Book About Girls, Boys, Babies, Bodies, Families, and Friends</i> (Robie H. Harris), <i>Parts</i> (Ted Arnold) 				

Focus Topic: Standard 2.5: Motor Skill Development

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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	<ul style="list-style-type: none"> • 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			

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

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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	<ul style="list-style-type: none"> • 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	
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • 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: <i>The Busy Body Book: A Kid's Guide to Fitness</i> (Lizzy Rockwell), <i>Exercise</i> (Liz Gogerly), <i>Physical Fitness</i> (Alvin Silverstein), <i>Being Active</i> (Mari Schuh) 				

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

