

Focus Topic: Standard 2.1: Wellness

TSW = The Student Will

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

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				
<ul style="list-style-type: none"> • 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: <i>Is There Really a Human Race?</i> (Jamie Lee Curtis); <i>Leo the Late Bloomer</i> (Robert Kraus); <i>Safety</i> (Liz Gogerly) 				

Focus Topic: Standard 2.2: Integrated Skills

TSW = The Student Will

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

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)

Focus Topic: Standard 2.3: Drugs and Medicines

TSW = The Student Will

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	<ul style="list-style-type: none"> • 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 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				
<ul style="list-style-type: none"> • 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: <i>Being Safe</i> (Sindy McKay); <i>How Full is Your Bucket?</i> (Tom Rath); <i>No Excuses!</i> (Wayne W. Dyer) 				

Focus Topic: Standard 2.4: Human Relationships and Sexuality

TSW = The Student Will

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	<ul style="list-style-type: none"> • 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	2.4.4.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				
<p>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.)</p> <ul style="list-style-type: none"> • Have students draw a family tree showing up to 10 family members • Literature Connection: <i>More Parts</i> (Tedd Arnold); <i>Strangers - Berenstain Bears Learn About Strangers</i> (Jan Berenstain); <i>Family</i> (Isabell Monk) 				

Focus Topic: Standard 2.5: Motor Skill Development

TSW = The Student Will

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	<ul style="list-style-type: none"> • 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 explain what it means to demonstrate good sportsmanship	2.5.4.C.1			
Suggested Activities/Resources <ul style="list-style-type: none">• 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); <i>Personal Space Camp</i> (Julia Cook)				

Focus Topic: Standard 2.6: Fitness

TSW = The Student Will

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	<ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks • Self-Assessment
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	<ul style="list-style-type: none"> • Projects • Technology Integration • Differentiated Instruction
TSW develop a fitness goal and monitor progress towards achievement of the goal	2.6.4.A.3			
Suggested Activities/Resources <ul style="list-style-type: none"> • 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: <u>Exercise</u> (Liz Gogery); <u>Exercise</u> (Claire Llewelyn) 				

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

