

Focus Topic: Standard 2.1: Wellness

TSW = The Student Will

Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW explain what being “well” means and identify self-care practices that support wellness	2.1.2.A.1	How do healthy foods impact our life?	Healthy choices contribute to wellness	<ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions
TSW use correct terminology to identify body parts, and explain how body parts work together to support wellness	2.1.2.A.2	How can I achieve optimal wellness?	Food choices contribute to wellness	<ul style="list-style-type: none"> • Performance tasks • Projects • Role playing
TSW explain why some foods are healthier to eat than others	2.1.2.B.1	How do healthy foods impact our life?	Your body should be kept safe	<ul style="list-style-type: none"> • Technology Integration
TSW explain how foods on MyPlate differ in nutritional content and value	2.1.2.B.2	How do diseases and health conditions impact our lives?	A person expresses emotions in a variety of ways	<ul style="list-style-type: none"> • Differentiated Instruction
TSW summarize information about food found on product labels	2.1.2.B.3	How can I keep my body safe?	There are strategies to prevent and resolve conflict	
TSW summarize symptoms of common diseases and health conditions	2.1.2.C.1	How can conflict be resolved?		
TSW summarize strategies to prevent the spread of common diseases and health conditions	2.1.2.C.2			
TSW determine how personal feelings can affect one’s wellness	2.1.2.C.3			

TSW identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention)	2.1.2.D.1			
TSW differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches	2.1.2.D.2			
TSW identify procedures associated with pedestrian, bicycle, and traffic safety	2.1.2.D.3			
TSW explain healthy ways of coping with common stressful situations experienced by children	2.1.2.E.3			

Suggested Activities/Resources

- Teeth timeline – place tooth patterns in sequential order to indicate areas of development (i.e. first tooth, flossing, sealants, orthodontic work, regular checkups)
- Building the Pyramid – place pictures of favorite foods onto a large model of the Food Guide Pyramid. Correct any areas that may indicate a deficit.
- Healthy Snack Day – place student draw pictures of healthy snacks brought to school on the Food Guide Pyramid
- Create a health puzzle to illustrate a positive health behavior (i.e. brushing teeth, eating fruit, being safe)
- Literature Connection: *The Edible Pyramid: Good Eating Every Day Rev* (Loreen Leedy); *My Food Pyramid* (DK Publishing); *Double-Dip Feelings: Stories to Help Children Understand Emotions* (Barbara S. Cain)

Focus Topic: Standard 2.2: Integrated Skills

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW express needs, wants, and feelings in health- and safety-related situations	2.2.2.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 relate decision-making by self and others to one’s health	2.2.2.B.2	Why is it important to be tolerant of other’s ideas and opinions?	Health decisions are influenced	
TSW determine ways parents, peers, technology, culture, and the media influence health decisions	2.2.2.B.3	What is a wellness goal?	A person’s character and values are reflective of that individual	
TSW select a personal health goal and explain why setting a goal is important	2.2.2.B.4	In what ways do we deal with our feelings?		
TSW identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities	2.2.2.C.2			
TSW determine the benefits for oneself and others of participating in a class or school service activity	2.2.2.D.1			
TSW determine where to access home, school, and community health professionals	2.2.2.E.1			

Suggested Activities/Resources

- Health Messages – small groups of students role play advertisements that promote health related items (toothpaste, weight-loss, mouthwash, etc.) Have students critique the role play for factual information, false advertising, and gimmicks. Identify ways that the product is promoted as safe, fun, or necessary
- Dealing with Problems – use children’s literature to demonstrate ways that individuals solve problems. Read aloud a story about a character with important decisions to make. Use the following questions:
 1. What was the character’s problem?
 2. What did the character do first to try and solve the problem?
 3. What worked?
 4. What did the character learn about the problem?
- Literature Connection: *No Excuses!: How What You Say Can Get in Your Way* (Wayne W. Dyer); *Purplicious* (Elizabeth Kann); *Respect* (Lucia Raatma)

Focus Topic: Standard 2.3: Drugs and Medicines

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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	2.3.2.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 • Projects • Role playing • Technology Integration • Differentiated Instruction
TSW explain why medicines should be administered as directed	2.3.2.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	2.3.2.B.2	What is addiction?	Alcohol, tobacco, and some drugs are addictive	
TSW explain why tobacco smoke is harmful to nonsmokers	2.3.2.B.3	How does addiction affect a person?		
TSW identify products that contain alcohol	2.3.2.B.4			
TSW explain that people who abuse alcohol, tobacco, and other drugs can get help	2.3.2.C.2			
<p>Suggested Activities/Resources</p> <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

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Objective(s)	NJCCCS Alignment	Essential Questions	Understandings	Suggested Assessments
TSW compare and contrast different kinds of families	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
TSW distinguish the roles and responsibilities of different family members	2.4.2.A.2	What type of help is available to families in need?	We all belong to a family	<ul style="list-style-type: none"> • Role playing • Technology Integration
TSW understand how families share common values, provide love and emotional support, and also set boundaries and limits	2.4.2.A.3	How do successful families function?	A family's success depends on all members within	<ul style="list-style-type: none"> • Differentiated Instruction
TSW compare and contrast the physical differences and similarities of genders	2.4.2.B.1			
TSW understand 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"> • 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: <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

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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	2.5.2.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	2.5.2.A.2	When is play competitive?	Safety is an important part of physical education	
TSW respond in movement to changes in tempo, beat, rhythm, or musical style	2.5.2.A.3	Why is sportsmanship important?	Attitude affects performance	
TSW correct movement errors in response to feedback	2.5.2.A.4	Why are rules important?	Rules affects both competitive and cooperative play	
TSW explain the difference between offense and defense	2.5.2.B.2			
TSW demonstrate strategies that enable team and group members to achieve goals	2.5.2.B.4			

TSW explain what it means to demonstrate good sportsmanship	2.5.2.C.1			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Jump the Creek - have students imitate the movement of wildlife they may see near a creek • NHT Zone (NO HUMAN TARGETS) – use targets of varying size (inflatable toys, cones, etc.) and a variety of balls. Create a playing area by placing two lines approximately 10 to 20 feet apart. Place the targets in the empty space and have students throw at the targets from behind the lines. • Literature Connection: <u>Junie B. Jones Is Captain Field Day</u> (Barbara Park); <u>The Berenstain Bears Play a Good Game</u> (Michael Berenstain); <u>Arthur Makes the Team</u> (Marc Brown) 				

Focus Topic: Standard 2.6: Fitness

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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	2.6.2.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
TSW explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness	2.6.2.A.2	How can fitness keep me healthy?	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	2.6.2.A.3	How does technology connect to fitness?	Physical activity has various components	
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Listen to Your Heart – use teams of two students - use a stethoscope and allow students to listen to each other’s heart (use alcohol wipes for ear pieces) • Chart the Heart – graph results of “Listen to Your Heart” • Create a word wall of fitness related words • Literature Connection: <i>Play Ball, Amelia Bedelia</i> (Peggy Parish); <i>The Lucky Baseball Bat</i> (Matt Christopher); <i>The Field Day from the Black Lagoon</i> (Mike Thaler) 				

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

