

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	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?		

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			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • 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: <i>Arnie and the New Kid</i> (Nancy L. Carlson) 				

Focus Topic: Standard 2.2: Integrated Skills

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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	<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

- Use puppets to simulate three characters:
 1. Mouse: Meek, weak, does 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

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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	<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 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			

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			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • 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: <i>Mrs. Dole Is out of Control!</i> (Dan Gutman); <i>Judy Moody, M. D.: The Doctor is In!</i> (Megan McDonald); <i>When Someone You Love Has Cancer: A Guide to Help Kids Cope</i> (Alaric Lewis) 				

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	2.4.4.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 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

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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	<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 choose appropriate ways to motivate and celebrate accomplishments	2.5.2.B.2			

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

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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	<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			
TSW determine the extent to which different factors influence personal fitness	2.6.4.A.4			
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: <i>Exercise</i> (Liz Gogery); <i>Exercise</i> (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 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