

Focus Topic: Standard 2.1: Wellness

TSW = The Student Will

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	<ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks • Role playing • Projects • Technology Integration • Differentiated Instruction
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?		

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			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • 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>I'm Growing</i> (Aliki), <i>I'm Gonna Like Me</i> (Jamie Lee Curtis and Laura Cornell), <i>From Head to Toe</i> (Eric Carle), <i>Your Body Belongs to You</i> (Cornelia Maude Spelman) 				

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 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	<ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks • Role playing • Projects • Technology Integration • Differentiated Instruction
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 initial 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			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • 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: <i>The Baby Sister</i> (Tommie DePaola), <i>Don't Need Friends</i> (Carolyn Crimi), <i>No Trouble at All</i> (Sally Grindley) 				

Focus Topic: Standard 2.3: Drugs and Medicines

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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	<ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks • Role playing • Projects • Technology Integration • Differentiated Instruction
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 <ul style="list-style-type: none"> • 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: <i>George's Marvelous Medicine</i> (Roald Dahl), <i>When I Feel Good about Myself</i> (Cornelia Spelman), <i>Feel Good Book</i> (Todd Parr), <i>Bear Feels Sick</i> (Karma Wilson) 				

Focus Topic: Standard 2.4: Human Relationships and Sexuality

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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	<ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions
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	<ul style="list-style-type: none"> • Performance tasks • Projects
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	<ul style="list-style-type: none"> • Role playing • Technology Integration
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			<ul style="list-style-type: none"> • Differentiated Instruction
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • 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: <i>Dinosaur’s Divorce</i> (Marc Brown), <i>We Belong Together: Adoption</i> (Todd Parr), <i>Family Book</i> (Todd Parr), <i>Families</i> (Ann Morris) 				

Focus Topic: Standard 2.5: Motor Skill Development

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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	<ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks
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	<ul style="list-style-type: none"> • Self-Assessment
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	<ul style="list-style-type: none"> • NJ TAP IN Checklist • Projects • Technology Integration
TSW differentiate when to use competitive and cooperative strategies in games	2.5.2.B.1	What is sportsmanship?	Attitude affects performance	<ul style="list-style-type: none"> • Differentiated Instruction

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			
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • Let's Dance - students travel through an area using locomotor skills to a lively dance music • Bouncing Balloons – read story <u>The Red Balloon</u>, use balloons and paddles (Frisbees, plastic lids, aluminum pie tins) – keep balloon afloat • Literature Connection: <u>The Red Ballon</u> (Lamorisse), <u>Being Active</u> (Mary Elizabeth Salzmann), <u>Let's Exercise</u> (Elizabeth Vogel), <u>Exercise</u> (Liz Gogerly), <u>Spriggles Motivational Books for Children : Activity & Exercise</u> (Jeff Gottlieb) 				

Focus Topic: Standard 2.6: Fitness

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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	<ul style="list-style-type: none"> • Ongoing observation & questioning during class discussions • Performance tasks
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	<ul style="list-style-type: none"> • Self-Assessment • NJ TAP IN Checklist • Projects • Technology Integration • Differentiated Instruction
<p>Suggested Activities/Resources</p> <ul style="list-style-type: none"> • 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: <u>Sorting</u> (Henry Pluckrose), <u>Water</u> (Frank Asch), <u>Water</u> (Emily Neve), <u>The Snowflake</u> (Neil Waldman), <u>Apple Farmer Annie</u> (Monica Wellington), <u>Sort it Out</u> (Barbara Mariconda) 				

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	<p>ELL: Alternate responses, extended time, teacher modeling, simplified directions, vocabulary banks, manipulatives, nonverbal responses, sentence frames, prompts, partner talk</p> <p>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</p> <p>G&T: Enrichment activities, centers, projects, flexible grouping, interest centers, learning log, extension activities, small group</p> <p>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</p>

