

<b>Unit Number and Title</b>	Look Out!
<b>Unit Duration</b>	September
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Define and identify careless and careful behavior.</li> <li>● List rules for different kinds of safe play.</li> <li>● Identify the dangers of fire, ways to prevent fires, and what to do in case of fire.</li> <li>● Identify community safety helpers.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Identify ways to make situations safe.</li> <li>● Perform safe ways to play.</li> <li>● Create a fire escape / safety plan.</li> <li>● Practice asking for help including reading, writing and saying your name, address and phone number.</li> </ul>
<b>Vocabulary</b>	Careful, Careless, Shallow, Safety Rules, Weapon
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What is a safe or an unsafe situation?</li> <li>● What can I do to protect myself?</li> <li>● Who else can I trust to help at home and in the community?</li> <li>● Is this a safe choice?</li> <li>● How do we prevent injury from dangers around us?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Recognize safe and unsafe situations</li> <li>● To be able to communicate the need for help</li> <li>● Who are the community helpers?</li> <li>● It is important to be aware of potential dangers around us.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Identify an unsafe situation and know how to be careful.</li> <li>● Apply safety rules at home and in the community.</li> <li>● Understand and apply communication skills when they need help.</li> <li>● Understand and explain how healthy habits and self-help skills support wellness.</li> <li>● Understand how certain decisions we make may affect the way we feel (physically/emotionally, socially, etc.).</li> </ul>

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	<ul style="list-style-type: none"> <li>● Understand what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness)</li> <li>● Utilizes proper decision making leading to safe practices indoors and out (e.g. wear bike helmets, walk in the classroom, follow school and bus rules.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Participation with generating Careful Behaviors web</li> <li>● Who is in Danger? Worksheet</li> <li>● Observations</li> <li>● Classroom Discussion</li> <li>● Role Play</li> <li>● “Safety Checklist” from GBS</li> <li>● End of Unit Quiz</li> <li>● Teacher Manual Handouts</li> </ul>
<b>NJSLS</b>	
<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.1.2.EH.1:: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities</li> <li>● 2.1.2.EH.4:: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>● 2.1.2.EH.3:: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>● 2.1.2.EH.5:: Explain healthy ways of coping with stressful situations.</li> <li>● 2.1.2.SSH.9:: Define bullying and teasing and explain why they are wrong and harmful.</li> <li>● 2.2.2.MSC.6:: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</li> <li>● 2.2.2.MSC.7:: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li> <li>● 2.2.2.LF.2:: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.2.2.LF.4:: Identify physical activities available outside of school that are in the community.</li> <li>● 2.3.2.PS.2:: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</li> <li>● 2.3.2.PS.3:: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</li> <li>● 2.3.2.PS.4:: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</li> <li>● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>● 2.1.2.CHSS.2:: Determine where to access home, school and community health professionals.</li> <li>● 2.1.2.CHSS.3:: Demonstrate how to dial and text 911 in case of an emergency.</li> <li>● 2.1.2.CHSS.6:: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul>
<b>Unit Number and Title</b>	Head to Toe
<b>Unit Duration</b>	October
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Identify body parts and functions including the five senses, brain, lungs, heart, teeth, bones, and skin.</li> <li>● Explain how blood goes around and around through the body making it possible for the heart, lungs, liver, stomach, and intestines to function.</li> <li>● List age-appropriate ways to take good care of one's body.</li> <li>● Discover your own body's uniqueness and your own special talents.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Practice protecting the body from harm by learning various safety routines.</li> <li>● Practice paying attention to the signals your body gives you.</li> <li>● With parents, set rules for good care and practice keeping them for one week.</li> <li>● Practice looking for special qualities in others.</li> </ul>
<b>Vocabulary</b>	Brain, Lungs, Heart, Joint, Liver

<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● What are the correct names of body parts?</li> <li>● What are some signs that my body needs care?</li> <li>● How can I take good care of my body?</li> <li>● How does the body work?</li> <li>● Why should we take care of our body?</li> </ul>
<p><b>Enduring Understanding</b></p>	<ul style="list-style-type: none"> <li>● Everyone is unique.</li> <li>● Taking care of your body will help you grow to live longer and have a good quality of life.</li> <li>● When you notice a problem with your body, it is important to seek help.</li> <li>● The body is made up of many parts working together.</li> <li>● Illness can occur if we don't take care of our body.</li> </ul>
<p><b>Student Outcomes</b></p>	<ul style="list-style-type: none"> <li>● Identify body parts and functions including the five senses, brain, lungs, heart, teeth, bones, and skin.</li> <li>● Compare and contrast the function of the body and its parts with a family, a team, and a community.</li> <li>● Explain how blood goes around and around through the body making it possible for the heart, lungs, liver, stomach, and intestines to function.</li> <li>● Predict what might happen if you don't take care of your body.</li> <li>● Discover your own body's uniqueness and your own special talents.</li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Class Discussion</li> <li>● Completion of Student Issue Activities</li> <li>● Conflict Role Play</li> <li>● End of Unit Quiz</li> <li>● Teacher Manual Handouts</li> </ul>
<p><b>NJSLS</b></p>	
<p><b>NJSLS Performance Expectations</b></p>	<ul style="list-style-type: none"> <li>● 2.1.2.PGD.1:: Explore how activity helps all human bodies stay healthy.</li> <li>● 2.1.2.PGD.2:: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</li> </ul>

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	<ul style="list-style-type: none"> <li>● 2.1.2.PGD.3:: Explain what being 'well' means and identify self-care practices that support wellness.</li> <li>● 2.1.2.PGD.4:: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</li> <li>● 2.1.2.PGD.5:: List medically accurate names for body parts, including the genitals.</li> <li>● 2.2.2.PF.1:: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</li> <li>● 2.3.2.HCDM.2:: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</li> </ul>
<b>Unit Number and Title</b>	Why Do We Eat?
<b>Unit Duration</b>	November
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Explain the words food, fuel, and energy and tell how food is transformed into energy.</li> <li>● Trace the path food takes through the body.</li> <li>● List a variety of healthful and less healthful foods, and their effects upon the body.</li> <li>● Explain the rules of eating which are represented by ChooseMyPlate.gov.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Chart current breakfast habits for one week.</li> <li>● Demonstrate proper food handling techniques and explain effects on the body.</li> <li>● Plan and prepare a healthful meal with a trusted adult.</li> <li>● Prepare a variety of healthful meals using food groups.</li> </ul>
<b>Vocabulary</b>	Digestion, Energy, Esophagus, Helpful, Stomach
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What is a healthy food choice?</li> <li>● What is an unhealthy food choice?</li> <li>● How does healthful food come in many forms?</li> <li>● What are safe food handling practices?</li> </ul>

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	<ul style="list-style-type: none"> <li>● How do good food choices help me to be healthy?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Nutritional food choices help the body stay healthy.</li> <li>● Our bodies get energy from food during digestion.</li> <li>● It is important to handle food properly to avoid sickness.</li> <li>● Eating healthy foods can help us live long lives.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Identify healthy foods and unhealthy foods.</li> <li>● Understand and explain that food is fuel that gives our bodies energy.</li> <li>● Explain food and digestion.</li> <li>● Understand how to handle food safely to prevent sickness.</li> <li>● Understand MyPlate as a guide for healthy food choices.</li> <li>● Explain the reasons it is important to be responsible in choosing healthful food.</li> <li>● Trace the path food takes through the body.</li> <li>● List a variety of healthful and less healthful foods, and their effects upon the body.</li> <li>● Explain the relationship between feelings, appetite, and food choices.</li> </ul>
<b>Assessment Evidence</b>	
<b>Formative Summative Alternative</b>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Classroom Discussions</li> <li>● Conflict Role Play</li> <li>● Completion of Student Issue Activities</li> <li>● End of Unit Quiz</li> <li>● Teacher Manual Handouts</li> </ul>
<b>NJSLS</b>	
<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.1.2.PGD.2:: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</li> <li>● 2.1.2.PGD.3:: Explain what being 'well'? means and identify self-care practices that support wellness.</li> <li>● 2.2.2.N.1:: Explore different types of foods and food groups.</li> </ul>

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	<ul style="list-style-type: none"> <li>● 2.2.2.N.2:: Explain why some foods are healthier to eat than others.</li> <li>● 2.3.2.HCDM.1:: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.</li> <li>● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> </ul>
<b>Unit Number and Title</b>	All About Medicine
<b>Unit Duration</b>	December
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Identify what is and what is not medicine.</li> <li>● Name appropriate adults who can give medicine to a child.</li> <li>● Discover how medicine can help the body.</li> <li>● Identify medicine as drugs.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Practice differentiating between medicine and non-medicines.</li> <li>● Practice saying “No!” to those persons who are not responsible for giving you medicine.</li> <li>● Demonstrate caring for someone who is ill.</li> <li>● Locate and inspect for safety the best places in your home to keep medicines.</li> </ul>
<b>Vocabulary</b>	Medicine, Drug, Germs, Hospital, Sick
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does medicine help our bodies?</li> <li>● What is a medicine?</li> <li>● When is a medicine good and when is it bad?</li> <li>● Who should administer medicines?</li> <li>● Why is it important to take medicine only as directed?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Medicine can be an aid to help our bodies get healthy.</li> <li>● Medicines can help fight disease, but they are drugs.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Medicines can be dangerous if they are not used properly.</li> <li>● Only a doctor, nurse or trusted adult should give a child medicine.</li> <li>● Only take medicine as directed by a doctor or parent.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Differentiate between medicines and non-medicines.</li> <li>● Discover how medicine helps the body.</li> <li>● Discuss rules about taking medicines.</li> <li>● Understand and explain that medicines are drugs.</li> <li>● Apply refusal skills to medicine misuse.</li> <li>● Identify adults who can administer medicines.</li> <li>● Understand and explain that medicines should only be taken as directed by a doctor or manufacturer.</li> <li>● Evaluate the dangers of taking medicines when you are not sick.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Classroom Discussions</li> <li>● Conflict Role Play</li> <li>● Completion of Student Issue Activities</li> <li>● End of Unit Quiz</li> <li>● Teacher Manual Handouts</li> </ul>
<b>NJSLA</b>	
<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>● 2.3.2.ATD.1:: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</li> <li>● 2.3.2.ATD.2:: Identify ways in which drugs, including some medicines, can be harmful.</li> <li>● 2.1.2.SSH.5:: Identify basic social needs of all people.</li> <li>● 2.1.2.SSH.9:: Define bullying and teasing and explain why they are wrong and harmful.</li> </ul>



<b>Unit Number and Title</b>	Talk and Listen
<b>Unit Duration</b>	January
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● List the different parts of the body that help us talk and to hear, and show how each process works.</li> <li>● Define the word communication and describe the importance of communication in the world around you.</li> <li>● List at least five ways that people can communicate with each other.</li> <li>● Explain how talking with someone you trust, including sharing your feelings, can help you.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Show how you can take care of your ears to prevent injury.</li> <li>● Practice good communication skills with different people and in different situations, including talking on the phone.</li> <li>● Practice speaking and listening in different ways.</li> <li>● Practice communication skills for getting help in different situations.</li> </ul>
<b>Vocabulary</b>	Brain, Different, Make-believe, Scared, Sound, Tongue
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How can good communication show we care about others?</li> <li>● How do people talk?</li> <li>● How do people listen?</li> <li>● Why is talking important?</li> <li>● What are different ways that people communicate?</li> <li>● Who should you talk to about your feelings?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Certain body parts help us speak and listen.</li> <li>● The brain interprets what we hear and say.</li> <li>● People communicate in many different ways.</li> <li>● It is important to share your feelings with people you trust.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Show how you can take care of your eyes and ears to prevent injury.</li> <li>● Define the word communication and describe the importance of communication in the world around you.</li> <li>● List at least five ways that people can communicate with each other.</li> <li>● Explain how talking with someone you trust, including sharing your feelings, can help you.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Discover the value of good communication skills including being a “good listener” through various role-play situations</li> <li>● Identify the parts of the body that help us speak and hear.</li> <li>● Understand how these body parts work.</li> <li>● Understand that there are many different ways to communicate.</li> <li>● Identify trusted adults with whom they can share their feelings.</li> <li>● Understand that it is important to share feelings with people you trust.</li> <li>● Apply safe communication skills on the phone and computer.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Classroom Discussions</li> <li>● Conflict Role Play</li> <li>● Completion of Student Issue Activities</li> <li>● End of Unit Quiz</li> <li>● Teacher Manual Handouts</li> </ul>
<b>NJSLS</b>	
<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.1.2.PGD.3:: Explain what being 'well'? means and identify self-care practices that support wellness.</li> <li>● 2.1.2.PGD.4:: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</li> <li>● 2.1.2.EH.1:: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities.</li> <li>● 2.1.2.EH.3:: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>● 2.1.2.EH.4:: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>● 2.1.2.EH.5:: Explain healthy ways of coping with stressful situations.</li> <li>● 2.1.2.SSH.1:: Discuss how individuals make their own choices about how to express themselves.</li> <li>● 2.1.2.SSH.8:: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>● 2.1.2.SSH.9:: Define bullying and teasing and explain why they are wrong and harmful.</li> <li>● 2.3.2.PS.8:: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</li> <li>● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.1.2.SSH.5: Identify basic social needs of all people.</li> <li>● 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</li> <li>● Communication is the basis for strengthening relationships and resolving conflict between people.</li> <li>● 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</li> <li>● Conflicts between people occur, and there are effective ways to resolve them.</li> <li>● 2.1.2.CHSS.5:: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>● 2.1.2.CHSS.6:: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul>
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<b>Unit Number and Title</b>	Happy, Sad, and In Between
<b>Unit Duration</b>	February
<b>Unit Goals</b>	
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>● Identify a variety of feelings and recognize the verbal and nonverbal cues associated with each.</li> <li>● Discover why talking to somebody about problems helps you feel better.</li> <li>● Identify situations that can evoke anger and discover helpful ways to deal with these events and feelings.</li> <li>● Define the word private and identify parts of your body.</li> </ul>
<b>Life Skills</b>	<ul style="list-style-type: none"> <li>● Practice recognizing various emotions.</li> <li>● List people you trust to talk to when you feel bad.</li> <li>● Practice ways to talk things out or work things out nonviolently.</li> <li>● Practice yelling and telling when someone does not respect your privacy.</li> </ul>
<b>Vocabulary</b>	Happy, Surprised, Upset, Proud, Mad, Sad
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How can we cope with stressful situations?</li> <li>● What are feelings?</li> <li>● How can you tell how someone is feeling?</li> </ul>

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	<ul style="list-style-type: none"> <li>● Why is it important to talk to someone you trust about your feelings?</li> <li>● What makes people angry?</li> <li>● What should you do if you are angry?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Sharing and understanding your feelings can help with coping and stress.</li> <li>● Everyone has the same feelings.</li> <li>● There are verbal and nonverbal cues to how someone is feeling.</li> <li>● It is important to talk to someone you trust about your feelings.</li> <li>● It is important to think before acting when you are angry.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Identify a variety of feelings and recognize the verbal and nonverbal cues associated with each.</li> <li>● Discuss why talking to somebody about problems helps you feel better.</li> <li>● List people you trust to talk to when you feel bad.</li> <li>● Identify situations that can evoke anger and discover helpful ways to deal with these events and feelings and understand why its important to think before you act when you are mad</li> <li>● Practice ways to talk things out or work things out nonviolently.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Classroom Discussions</li> <li>● Conflict Role Play</li> <li>● Completion of Student Issue Activities</li> <li>● End of Unit Quiz</li> <li>● Teacher Manual Handouts</li> </ul>
<b>NJSLS</b>	
<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.1.2.EH.1:: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities.</li> <li>● 2.1.2.EH.3:: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>● 2.1.2.EH.4:: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> </ul>

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	<ul style="list-style-type: none"> <li>● 2.1.2.EH.5:: Explain healthy ways of coping with stressful situations.</li> <li>● 2.1.2.SSH.7:: Explain healthy ways for friends to express feelings for and to one another.</li> <li>● 2.1.2.SSH.8:: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>● 2.1.2.SSH.9:: Define bullying and teasing and explain why they are wrong and harmful.</li> <li>● 2.1.2.SSH.4:: Determine the factors that contribute to healthy relationships within a family.</li> <li>● 2.1.2.SSH.5:: Identify basic social needs of all people.</li> <li>● 2.1.2.SSH.6:: Determine the factors that contribute to healthy relationships.</li> <li>● 2.1.2.SSH.7:: Explain healthy ways for friends to express feelings for and to one another.</li> <li>● 2.1.2.SSH.8:: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>● 2.1.2.SSH.9:: Define bullying and teasing and explain why they are wrong and harmful.</li> <li>● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>● 2.1.2.CHSS.5:: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>● 2.1.2.CHSS.6:: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</li> <li>● 2.3.2.PS.5:: Define bodily autonomy and personal boundaries.</li> <li>● 2.3.2.PS.6:: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</li> <li>● 2.3.2.PS.7:: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</li> <li>● 2.3.2.PS.8:: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</li> <li>● 2.3.2.DSDT.2:: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</li> <li>● 2.2.2.MSC.8:: Explain the difference between offense and defense.</li> </ul>
<b>Unit Number and Title</b>	Drugs are Trouble
<b>Unit Duration</b>	March
<b>Unit Goals</b>	

<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Define the word drug and identify various substances as drugs.</li> <li>● Tell what tobacco and nicotine are and explain the harmful effects of smoking.</li> <li>● Explain why alcohol is a drug, what it does to the body, and reasons why people drink alcohol.</li> <li>● Describe people in your community who are there to help keep you safe and healthy.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Practice using rules for deciding which substances are okay for you to eat and drink.</li> <li>● Make a plan to do things to help keep your lungs healthy.</li> <li>● Practice recognizing a “dare” and responding to it with good refusal skills.</li> <li>● Make a pledge to make health choices.</li> </ul>
<b>Vocabulary</b>	Happy, Surprised, Upset, Proud, Mad, Private, Sad, Drug, Trouble, Nicotine, Alcohol, Street Drugs, Legal, Consequence, Medicines
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How can smoking and drinking alcohol affect our bodies?</li> <li>● What are drugs?</li> <li>● Why is smoking bad for your health?</li> <li>● How can drinking alcohol make you sick?</li> <li>● How can you say "No" to drugs?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Smoking and drinking can cause many negative health issues.</li> <li>● Drugs can hurt the body both physically and mentally.</li> <li>● Smoking and alcohol consumption can hurt you and the people around you.</li> <li>● It is okay to say "no" to drugs</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Practice using rules for deciding which substances are okay for you to eat and drink.</li> <li>● Describe what tobacco and nicotine are and explain the harmful effects of smoking.</li> <li>● Explain why alcohol is a drug, what it does to the body, and reasons why people drink alcohol.</li> <li>● Predict the consequences of various situations in which you do not use good refusal skills.</li> <li>● Describe people in your community who are there to help keep you safe and healthy.</li> </ul>

**Assessment Evidence**

<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Classroom Discussions</li> <li>● Conflict Role Play</li> <li>● Completion of Student Issue Activities</li> <li>● End of Unit Quiz</li> <li>● Teacher Manual Handouts</li> </ul>
<p><b>NJSLS</b></p>	
<p><b>NJSLS Performance Expectations</b></p>	<ul style="list-style-type: none"> <li>● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>● 2.1.2.CHSS.2:: Determine where to access home, school and community health professionals.</li> <li>● 2.1.2.CHSS.6:: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</li> <li>● 2.3.2.ATD.2:: Identify ways in which drugs, including some medicines, can be harmful.</li> <li>● 2.3.2.ATD.3:: Explain effects of tobacco use on personal hygiene, health, and safety.</li> <li>● 2.1.2.PGD.1:: Explore how activity helps all human bodies stay healthy.</li> <li>● 2.1.2.PGD.3:: Explain what being 'well'? means and identify self-care practices that support wellness.</li> <li>● 2.3.2.DSDT.2:: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</li> <li>● 2.1.2.EH.1:: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities.</li> <li>● 2.1.2.EH.3:: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>● 2.1.2.EH.5:: Explain healthy ways of coping with stressful situations.</li> <li>● 2.1.2.SSH.8:: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>● 2.3.2.DSDT.1:: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</li> <li>● 2.3.2.DSDT.2:: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</li> </ul>
<p><b>Unit Number and Title</b></p>	<p>Get Well Soon</p>

<b>Unit Duration</b>	April
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Identify signs of illness</li> <li>● Define germs and discover how they spread.</li> <li>● Identify things you can do which help you get better.</li> <li>● Identify rules which help to keep our community free from illness caused by germs.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Identify those you can tell when you do not feel well.</li> <li>● Practice ways to keep germs from spreading.</li> <li>● Practice different ways to express sympathy for those who are sick.</li> <li>● Practice ways to help keep the community clean.</li> </ul>
<b>Vocabulary</b>	Germs, Fever, Community, COVID-19, Infectious, Antibodies
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What happens to your body when you get sick?</li> <li>● What should you do when you get sick?</li> <li>● What causes you to get sick?</li> <li>● Who should help you when you get sick?</li> <li>● What can you do to keep from getting sick?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Identify your body's signs that it is sick so you can take care of yourself.</li> <li>● Tell your parent or see a doctor when you are sick.</li> <li>● It is important to rest and eat healthy foods when you are sick.</li> <li>● Germs cause sicknesses.</li> <li>● You can prevent sickness by doing what you can to avoid spreading germs.</li> <li>● You can avoid germs by practicing good health habits.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Identify signs of illness</li> <li>● Identify those you can tell when you do not feel well.</li> <li>● Predict the consequences of not staying home when you are sick.</li> </ul>



	<ul style="list-style-type: none"> <li>● Define germs and discover how they spread.</li> <li>● Compare and contrast a communicable and noncommunicable illness.</li> <li>● Identify things you can do to help you feel better.</li> <li>● Identify rules which help to keep our community free from illness caused by germs.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Classroom Discussions</li> <li>● Conflict Role Play</li> <li>● Completion of Student Issue Activities</li> <li>● End of Unit Quiz</li> <li>● Teacher Manual Handouts</li> </ul>
<b>NJSLS</b>	
<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.1.2.PGD.1:: Explore how activity helps all human bodies stay healthy.</li> <li>● 2.1.2.PGD.2:: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</li> <li>● 2.1.2.PGD.3:: Explain what being 'well'? means and identify self-care practices that support wellness.</li> <li>● 2.1.2.PP.2:: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</li> <li>● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>● 2.1.2.CHSS.6:: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</li> <li>● 2.1.2.EH.1:: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>● 2.1.2.SSH.4:: Determine the factors that contribute to healthy relationships within a family.</li> <li>● 2.1.2.SSH.5:: Identify basic social needs of all people.</li> <li>● 2.1.2.SSH.6:: Determine the factors that contribute to healthy relationships.</li> <li>● 2.3.2.HCDM.2:: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.3.2.HCDM.3:: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</li> <li>● 2.3.2.PS.1:: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</li> </ul>
<b>Unit Number and Title</b>	How I Breathe
<b>Unit Duration</b>	May
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Identify the basic need of all humans to breathe; describe what happens when you breathe and how your sense of smell works.</li> <li>● Define the word pollution and give different examples of pollution, including identifying substances that pollute the air and harm your lungs.</li> <li>● Define respiration and describe what can happen to breathing because of colds, allergies and asthma.</li> <li>● Describe how exercise affects your breathing and your respiratory health.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Set up an exercise routine with your family to help your lungs grow strong and healthy.</li> <li>● Practice different behaviors to avoid pollution that will harm your lungs.</li> <li>● Practice recognizing symptoms of allergies, colds and other respiratory problems.</li> <li>● Practice breathing exercises that will help you with your speech, your ability to play musical instruments and general respiration.</li> </ul>
<b>Vocabulary</b>	Breathe, Lungs, Oxygen, Smoke, Diaphragm
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How can pollution affect our breathing and health?</li> <li>● How do I breathe?</li> <li>● What is air pollution and how does it affect breathing?</li> <li>● What are symptoms of allergies and colds?</li> <li>● How can I protect my lungs?</li> </ul>

<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Pollution and other irritants can damage our breathing if not controlled.</li> <li>● Breathing is necessary for daily living.</li> <li>● Pollution hurts breathing.</li> <li>● Colds, allergies and asthma are breathing problems.</li> <li>● Exercise helps breathing.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Identify the basic need of all humans to breathe; describe what happens when you breathe and how your sense of smell works</li> <li>● Define the word pollution and give different examples of pollution, including identifying substances that pollute the air and harm your lungs.</li> <li>● Analyze why smoking hurts your lungs.</li> <li>● Define respiration and describe what can happen to breathing because of colds, allergies, and asthma.</li> <li>● Compare and contrast the symptoms of colds, allergies, and asthma.</li> <li>● Describe how exercise affects your breathing and your respiratory health.</li> <li>● Identify the parts of the body needed to breathe.</li> <li>● Understand the connection between breathing and smelling.</li> <li>● Understand the importance of clean air.</li> <li>● Understand possible breathing problems due to pollution, allergies, colds and asthma.</li> <li>● Identify responsible adults or health care professionals who can help you if you have trouble breathing.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Classroom Discussions</li> <li>● Conflict Role Play</li> <li>● Completion of Student Issue Activities</li> <li>● End of Unit Quiz</li> <li>● Teacher Manual Handouts</li> </ul>
<b>Assessment Evidence</b>	
<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.1.2.PGD.1:: Explore how activity helps all human bodies stay healthy.</li> <li>● 2.1.2.PGD.2:: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.1.2.PGD.3:: Explain what being 'well'? means and identify self-care practices that support wellness.</li> <li>● 2.2.2.PF.1:: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</li> <li>● 2.2.2.PF.3:: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</li> <li>● 2.3.2.PS.1:: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</li> <li>● 2.3.2.HCDM.1:: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.</li> <li>● 2.3.2.HCDM.2:: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</li> <li>● 2.3.2.ATD.3:: Explain effects of tobacco use on personal hygiene, health, and safety.</li> <li>● 2.1.2.CHSS.1:: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>● 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities.</li> </ul>
<b>Unit Number and Title</b>	Run, Jump, and Skip
<b>Unit Duration</b>	June
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Discover how exercise is needed at all ages to mae the body healthy and strong.</li> <li>● Define the words physically fit and explain how good food, exercise, and sleep help you to be physically fit.</li> <li>● Describe how much more you are able to do with your muscles and bones than you were able to do when you were a baby.</li> <li>● List the rules for playing fairly.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● With your family, make and put into action a daily family exercise plan for at least a week.</li> <li>● Set a health goal that you can reach in one week.</li> <li>● Plan and practice different games and exercises that are good for different parts of your body.</li> </ul>

	<ul style="list-style-type: none"> <li>● Practice controlling anger when you get mad at someone with whom you are playing.</li> </ul>
<b>Vocabulary</b>	Screen Time, Exercise, Muscles, Lungs, Heart, Sneakers
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does exercise help our bodies and our health?</li> <li>● What is physical fitness?</li> <li>● Why is exercise important to good health?</li> <li>● How can I be physically fit?</li> <li>● What is good sportsmanship?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● It is important to always move our bodies and improve our fitness.</li> <li>● Physical activity should be a plan for life.</li> <li>● Exercise makes the body healthy and strong.</li> <li>● Physical fitness can be achieved by eating healthy food, exercise and proper rest.</li> <li>● Fitness goals help you feel good.</li> <li>● Good sports make good friends.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Discover how exercise is needed at all ages to make the body healthy and strong.</li> <li>● Define the words physically fit and explain how good food, exercise, and sleep help you to be physically fit.</li> <li>● A Use the Decision Making Steps to choose healthful ways to have fun alone and with others.</li> <li>● List the rules for playing fairly.</li> <li>● Compare and contrast fair and unfair play.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Classroom Discussions</li> <li>● Conflict Role Play</li> <li>● Completion of Student Issue Activities</li> <li>● End of Unit Quiz</li> <li>● Teacher Manual Handouts</li> </ul>

**NJSLS**

**NJSLS Performance Expectations**

- 2.1.2.PGD.1:: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD.2:: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3:: Explain what being 'well'? means and identify self-care practices that support wellness.
- 2.1.2.EH.2:: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.4:: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.SSH.4:: Determine the factors that contribute to healthy relationships within a family.
- 2.2.2.PF.1:: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.3:: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.3.2.HCDM.2:: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.2.2.LF.1:: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.4:: Identify physical activities available outside of school that are in the community.
- 2.1.2.EH.1:: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.3:: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.5:: Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.5:: Identify basic social needs of all people.
- 2.1.2.SSH.8:: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9:: Define bullying and teasing and explain why they are wrong and harmful.
- 2.1.2.CHSS.5:: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.2.2.MSC.6:: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

### Physical Education

<b>Unit</b>	Movement & Locomotor Skills
<b>Unit Duration</b>	6 Weeks
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Basic movement skills are essential for all physical activities.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Coordination, balance, spatial awareness</li> </ul>
<b>Vocabulary</b>	Locomotor, non-locomotor, balance, coordination
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do our bodies move in space?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Locomotor skills are the basic movements needed for physical activities.</li> <li>● Safety measures are important when using equipment like scooters.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will demonstrate locomotor skills such as running, jumping, and skipping. Students will safely use scooters in a variety of activities.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Skills checklist</li> </ul>
<b>NJSLS</b>	

<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.2.2.MSC.2: Demonstrate control in traveling, weight-bearing, and balance activities.</li> <li>● 2.2.2.MSC.6: Perform locomotor skills in a variety of ways and environments.</li> </ul>
<b>Unit</b>	Manipulative Kicking/Dribbling Skills - Soccer
<b>Unit Duration</b>	6 Weeks
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Developing basic soccer skills. Understanding the importance of teamwork.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Hand-eye coordination, teamwork</li> </ul>
<b>Vocabulary</b>	Dribble, Kick, Teamwork
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do you dribble and kick a soccer ball? Why is teamwork important in soccer?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Mastery of basic soccer skills is essential for playing the game. Teamwork is crucial in achieving common goals in soccer.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Mastery of basic soccer skills is essential for playing the game.</li> <li>● Teamwork is crucial in achieving common goals in soccer.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Skills checklist</li> </ul>
<b>NJSLS</b>	



<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</li> <li>● 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</li> </ul>
<b>Unit</b>	Fitness, Balance, Jump Rope, Yoga/Mindfulness, Dance
<b>Unit Duration</b>	6 Weeks
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Importance of fitness and balance. Exploring different forms of physical activity.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Mindfulness, physical fitness, coordination, balance, spatial awareness</li> </ul>
<b>Vocabulary</b>	fitness, balance, mindfulness
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do our bodies move in space?</li> <li>● What are the benefits of being physically fit?</li> <li>● How can activities like yoga and dance improve balance and mindfulness?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Regular physical activity is essential for overall health.</li> <li>● Dance and yoga can enhance physical and mental well-being.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will participate in fitness activities and demonstrate balance exercises.</li> <li>● Students will engage in yoga, mindfulness, and dance activities.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Skills checklist</li> </ul>

**NJSLS**

<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.2.2.PF.2: Engage in a variety of physical activities to enhance fitness.</li> <li>● 2.2.2.MSC.9: Explore physical activities that improve mental focus and relaxation.</li> </ul>
<b>Unit</b>	Underhand Throwing, Rolling, Bowling
<b>Unit Duration</b>	4 Weeks

**Unit Goals**

<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Learning and practicing underhand throwing, rolling, and bowling techniques.</li> <li>● Developing hand-eye coordination.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Coordination, Focus</li> </ul>
<b>Vocabulary</b>	Underhand throw, roll, bowl
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What are the key techniques for underhand throwing and rolling?</li> <li>● How does practicing these skills improve coordination?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Proper technique is important for accuracy and control in throwing and rolling.</li> <li>● Hand-eye coordination is improved through practice of these skills.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will demonstrate correct techniques in underhand throwing, rolling, and bowling. Students will participate in activities and games that involve these skills.</li> </ul>

**Assessment Evidence**

<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Skills checklist</li> </ul>
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*This pacing guide is subject to timeline modifications.*

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**NJSLS**

<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.2.2.MSC.1: Perform movement skills in a technically correct manner.</li> <li>● 2.2.2.MSC.3: Demonstrate hand-eye coordination in activities.</li> </ul>
<b>Unit</b>	Basketball
<b>Unit Duration</b>	4 Weeks

**Unit Goals**

<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Introduction to basic basketball skills.</li> <li>● Importance of practice and persistence.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Persistence, Teamwork</li> </ul>
<b>Vocabulary</b>	Dribble, shoot, pass
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do you dribble, pass, and shoot in basketball?</li> <li>● Why is persistence important in learning new skills?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Basic basketball skills are foundational for playing the game.</li> <li>● Persistence and practice are key to improving skills.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will demonstrate dribbling, passing, and shooting skills.</li> <li>● Students will engage in basic basketball drills and games.</li> </ul>

**Assessment Evidence**

<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Skills checklist</li> </ul>
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**NJSLS**

<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.2.2.MSC.7: Demonstrate the ability to perform various movement skills.</li> <li>● 2.2.2.MSC.8: Explore the impact of practice and repetition on performance.</li> </ul>
<b>Unit</b>	Striking Hand and Implement - Volleyball
<b>Unit Duration</b>	6 Weeks

**Unit Goals**

<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Learning striking techniques with hands and implements.</li> <li>● Introduction to basic volleyball skills.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Coordination, Teamwork</li> </ul>
<b>Vocabulary</b>	Strike, volley, serve
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What are the basic techniques for striking in volleyball?</li> <li>● How does teamwork contribute to playing volleyball?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Proper striking technique is important for accuracy and control.</li> <li>● Teamwork enhances the playing experience in volleyball.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will demonstrate basic striking skills.</li> <li>● Students will participate in volleyball activities and games.</li> </ul>

**Assessment Evidence**

<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Skills checklist</li> </ul>
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*This pacing guide is subject to timeline modifications.*

August 2024

**NJSLS**

<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.2.2.MSC.10: Demonstrate the ability to perform basic striking skills</li> <li>● 2.2.2.MSC.11: Engage in activities that require teamwork and cooperation.</li> </ul>
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<b>Unit</b>	Games & Social Skills
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<b>Unit Duration</b>	6 Weeks
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**Unit Goals**

<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Playing games teaches us important social skills and teamwork.</li> </ul>
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<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Cooperation, sportsmanship, communication</li> </ul>
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<b>Vocabulary</b>	Game, rules, teamwork, fair play
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<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do games help us learn to work together?</li> </ul>
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<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Playing games helps us develop social skills like cooperation, communication, and fair play.</li> </ul>
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<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Participate in simple games and activities that require teamwork and following rules.</li> </ul>
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**Assessment Evidence**

<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Skills checklist</li> </ul>
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**NJSLS**

**NJSLS Performance Expectations**

- 2.2.2.MSC.4: Demonstrate cooperative skills in group activities.

**Curriculum Modifications**

Special Education and 504 Students

**General Modifications**

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Provision of calculator and/or number line for math tests
- Film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

**Behavioral Modifications**

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

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<p><b>Students At Risk of School Failure -</b> Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.</p>	<ul style="list-style-type: none"> <li>● Maximize use of community resources</li> <li>● Connect family to school and school activities</li> <li>● Support through transition</li> <li>● Help develop compensating strategies</li> <li>● Increase opportunity for positive peer group influences</li> <li>● Supplemental courses</li> <li>● Placement in small and interactive groups</li> </ul>
<p><b>English Language Learner Students (ELL)</b></p>	<ul style="list-style-type: none"> <li>● Alternate Responses</li> <li>● Notes in Advance</li> <li>● Extended Time</li> <li>● Simplified Instruction (written and verbal)</li> <li>● Online Dictionary</li> <li>● Use lots of visuals</li> <li>● Use physical activity; model, role-play</li> <li>● Repeat/Rephrase often</li> <li>● Use lower level materials when appropriate</li> </ul>
<p><b>Gifted &amp; Talented Students (G&amp;T)</b></p>	<p><b><u>Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:</u></b></p> <ul style="list-style-type: none"> <li>● Differentiated curriculum for the gifted learner.</li> <li>● Regular classroom curricula and instruction that is adapted, modified, or replaced.</li> <li>● Educational opportunities consist of a continuum of differentiated curricular options, instructional approaches and materials.</li> <li>● Integrated G&amp;T programming into the general education school day.</li> <li>● Flexible groupings of students to facilitate differentiated instruction and curriculum.</li> </ul> <p style="text-align: center;"><b><u>Learning Environments:</u></b></p> <ul style="list-style-type: none"> <li>● Extensive outside reading</li> <li>● Active classroom discussion</li> <li>● Innovative oral and written presentations</li> <li>● Deductive and inductive reasoning</li> <li>● Independent writing and research</li> <li>● Divergent thinking</li> <li>● Challenging problem solving situations</li> <li>● Interactive, independent and interdisciplinary activities</li> </ul>