

<b>Unit Number and Title</b>	Community Safety
<b>Unit Duration</b>	September
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Define community and explain how the organization of each local government department helps to keep us safe through people, regulations, and laws.</li> <li>● Explain peaceful methods used to resolve conflicts within a community.</li> <li>● Identify examples of different forms of violence and their causes.</li> <li>● List ways you can help prevent violence and increase safety in your community.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Practice following community regulations and respecting people who keep us safe.</li> <li>● Practice peaceful skills used for conflict resolution.</li> <li>● Practice appropriate group tactics which avoid violence.</li> <li>● Practice common methods of peaceful conflict resolution in a variety of test scenarios.</li> </ul>
<b>Vocabulary</b>	community, empathy, resolution, violence, compromise, conflict, bullying, bystander, upstander, rabies
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What is a community?</li> <li>● What are the roles/jobs within a community?</li> <li>● Why does a community need laws?</li> <li>● What is a conflict?</li> <li>● How are conflicts resolved in a community?</li> <li>● How can I help resolve conflicts within a community?</li> <li>● How can violence be avoided?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Demonstrate respect for the people, rules, and laws that protect individuals by selecting and implementing methods of expressing appreciation.</li> <li>● Explain how you would convince others to solve conflicts peacefully.</li> <li>● Demonstrate respect for peaceful conflict resolution by resolving a conflict in a constructive manner.</li> </ul>

*This pacing guide is subject to timeline modifications.*

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	<ul style="list-style-type: none"> <li>● Understand the importance of setting personal goals to contribute to community safety.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Define the word community and explain how the organization of local governments within a community helps to keep us safe through people and laws.</li> <li>● Explain peaceful methods used to resolve conflicts within a community.</li> <li>● Identify what violence is and the causes.</li> <li>● List ways to prevent violence and increase safety in a community.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>● Observations</li> <li>● Classroom Discussion</li> <li>● Role Play</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>● 2.1.5.EH.1:: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.1.5.EH.3:: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>● 2.1.5.SSH.3:: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</li> <li>● 2.1.5.CHSS.1:: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li> <li>● 2.1.5.CHSS.2:: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</li> <li>● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.1.5.SSH.4:: Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>● 2.1.5.SSH.5:: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> <li>● 2.2.5.MSC.3:: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</li> <li>● 2.2.5.LF.5:: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> <li>● 2.3.5.DSDT.5:: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</li> <li>● Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</li> <li>● Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.</li> <li>● All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</li> <li>● Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</li> <li>● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</li> <li>● Family members impact the development of their children physically, socially and emotionally.</li> <li>● Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</li> <li>● Personal and community resources can support physical activity.</li> <li>● The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.</li> </ul>
<b>Unit Number and Title</b>	Let's Talk Teeth
<b>Unit Duration</b>	October

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**Unit Goals**

<p><b>Big Idea</b></p>	<ul style="list-style-type: none"> <li>● Explain the structure of the human mouth including the tongue and the teeth.</li> <li>● Explain the different functions of the teeth.</li> <li>● Discover routines necessary for proper dental care.</li> <li>● Identify a variety of dental problems and solutions.</li> </ul>
<p><b>Life Skill</b></p>	<ul style="list-style-type: none"> <li>● Practice smiling expressively.</li> <li>● Make a habit of protecting your teeth from injury.</li> <li>● Set and begin to implement strict goals for care of the teeth.</li> <li>● Discuss with your family a regular dental checkup schedule and how to get help if you need it in a dental emergency.</li> </ul>
<p><b>Vocabulary</b></p>	<p>enamel, dentin, pulp, plaque, acid, cavity, fluoride, incisors, cuspids, molars</p>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● What are the different parts of the mouth?</li> <li>● How does your mouth help you express yourself?</li> <li>● What are the different types of teeth?</li> <li>● Why do we go to the dentist?</li> <li>● What is proper dental hygiene?</li> <li>● How can we care for our teeth?</li> </ul>
<p><b>Enduring Understanding</b></p>	<ul style="list-style-type: none"> <li>● Importance of recognizing facial expressions.</li> <li>● Recognizing the unique functions of various teeth in the mouth.</li> <li>● Being responsible for the day-to-day care of your teeth including what to avoid that could be harmful to your teeth and health.</li> <li>● Respecting dental professionals and their ability to assist with and prevent dental problems.</li> <li>● Understanding, taking care, and protecting the teeth is an important part of good health.</li> </ul>
<p><b>Student Outcomes</b></p>	<ul style="list-style-type: none"> <li>● Explain the structure and function of the human mouth.</li> <li>● Explain the functions of the various teeth in the mouth.</li> <li>● Create a routine and use strategies learned to practice proper dental hygiene.</li> <li>● Understand the importance of maintaining proper dental hygiene and how to get help if dental problems arise.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Explain the structure of the human mouth including the tongue and the teeth.</li> <li>● Explain the different functions of the teeth.</li> <li>● Discover routines necessary for proper dental care.</li> <li>● Identify a variety of dental problems and solutions.</li> <li>● Classify dental problems by probable cause, need for treatment, type of treatment, and type of dental specialty.</li> </ul>
<b>Assessment Evidence</b>	
<b>Assessments</b>	<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>
<b>NJSLS</b>	
<b>NJSLS Performance Expectations</b>	<ul style="list-style-type: none"> <li>● 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</li> <li>● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● 2.1.5.CHSS.1:: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li> <li>● 2.3.5.HCDM.1:: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● 2.3.5.ATD.1:: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>● 2.1.5.PGD.5:: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</li> <li>● 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.1.5.SSH.4:: Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>● 2.1.5.SSH.5:: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> </ul>
<b>Unit Number and Title</b>	The Digestive System
<b>Unit Duration</b>	November
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Explain the digestive system and identify factors that can help or harm the digestive process.</li> <li>● Describe the relationship between calories, energy, and nutrients.</li> <li>● Identify influences affecting eating patterns.</li> <li>● Explain factors affecting consumer buying habits.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Practice choosing foods that promote dental health, strong bones, and healthy muscles.</li> <li>● Evaluate your personal plan for nutrition and activity balance.</li> <li>● Resist unhealthful influences.</li> <li>● Read and interpret information in three different types of product labels.</li> </ul>
<b>Vocabulary</b>	calorie, esophagus, pancreas, appendix, consumer, fiber, functions, lean, saliva, influence
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What is the digestive system?</li> <li>● How do foods impact the digestive system?</li> <li>● What nutrients do we need to eat?</li> <li>● What are calories?</li> <li>● How do you know if a certain food is good for you?</li> </ul>

<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Choose foods that will have a positive impact on the human body when grocery shopping and creating meals.</li> <li>● Being responsible for improving and maintaining both exercise and eating habits.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Understand and explain the digestive system.</li> <li>● Identify factors that can help or harm the digestive system.</li> <li>● Describe the relationship between calories, energy, and nutrients.</li> <li>● Understand the importance of healthy eating habits.</li> <li>● Choose healthy foods and create healthy eating habits.</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>● 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</li> <li>● 2.2.5.N.1:: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>● 2.2.5.N.2:: Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>● 2.3.5.HCDM.1:: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● 2.3.5.HCDM.2:: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.2.5.PF.4:: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>● 2.2.5.PF.5:: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> <li>● 2.2.5.LF.1:: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>● 2.2.5.N.3:: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> </ul>
<b>Unit Number and Title</b>	No Smoking
<b>Unit Duration</b>	December
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● List the chemicals in cigarettes, cigars, and chewing tobacco and explain how they harm the body.</li> <li>● Explain the physical and psychological effects of addiction to tobacco.</li> <li>● List people and other things in your life that influence your behavior.</li> <li>● Describe the effects of smoking, including secondhand smoke, on a community.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Practice becoming informed about substances that will harm your body.</li> <li>● Practice breaking a habit.</li> <li>● Analyze tobacco advertisements for marketing techniques.</li> <li>● Respond in a healthful way to situations involving secondhand smoke.</li> </ul>
<b>Vocabulary</b>	advocate, emphysema, blood clot, permanent, lung cancer, tumor, nicotine, addictive, cilia, alveoli
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What is tobacco?</li> <li>● What are the different types of tobacco products?</li> <li>● How does tobacco use harm the body?</li> <li>● Why do people start using tobacco products?</li> <li>● Why is tobacco use bad for both you and your community?</li> </ul>

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	<ul style="list-style-type: none"> <li>● What is secondhand smoke?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Describe the value of being smoke free and having healthy lungs.</li> <li>● Respond in a healthy way to situations in life involving secondhand smoke.</li> <li>● Knowing what is right and wrong in regards to tobacco advertisements.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Explain how tobacco products harm the body.</li> <li>● Understand and recognize the unhealthy chemicals that are found in tobacco products.</li> <li>● Identify the physical and mental effects of addiction to tobacco.</li> <li>● Understand the effects that secondhand smoke has on a community.</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>● 2.3.5.HCDM.1:: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● 2.3.5.ATD.1:: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>● 2.3.5.ATD.2:: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</li> <li>● 2.3.5.DSDT.3:: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</li> <li>● 2.3.5.ATD.1:: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.3.5.ATD.3:: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</li> <li>● 2.3.5.DSDT.2:: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>● 2.1.5.EH.1:: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.1.5.SSH.4:: Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● 2.3.5.DSDT.5:: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</li> </ul>
<b>Unit Number and Title</b>	It's My Body
<b>Unit Duration</b>	January
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Identify things that can hurt your body.</li> <li>● List three reasons why critical thinking is important in helping us keep our bodies safe.</li> <li>● Identify different feelings and examples of what can trigger those feelings.</li> <li>● Define different kinds of abuse, including sexual harassment.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Practice taking responsibility for oneself in potentially dangerous situations, including calling for help if unable to handle a situation alone.</li> <li>● Practice refusal skills which are the result of responsible decision making.</li> <li>● Set a short-term goal to express feelings of pride, happiness, and friendliness, as well as doing something to help you feel good about something you presently feel bad about.</li> <li>● Practice standing up for your right to privacy, including practicing refusal skills.</li> </ul>
<b>Vocabulary</b>	common sense, gut instincts, private, ally, sexual harassment, predator, exclusion, suspicious, upstander

<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● What is a harmful situation?</li> <li>● What do I do if I am in a harmful situation?</li> <li>● What are the best ways to refuse something?</li> <li>● How can I express my feelings in a positive way?</li> <li>● How can individuals impact the community?</li> </ul>
<p><b>Enduring Understanding</b></p>	<ul style="list-style-type: none"> <li>● Become more aware of your surroundings to avoid dangerous situations.</li> <li>● Learning how to make good decisions and say no will enhance your overall health.</li> <li>● Good things will happen to you in life if you think positive.</li> <li>● Keeping peace and safety in the community is important for community health.</li> </ul>
<p><b>Student Outcomes</b></p>	<ul style="list-style-type: none"> <li>● Identify dangerous situations and things that can be harmful.</li> <li>● How to get help if needed.</li> <li>● Use refusal skills to get themselves out of harmful and dangerous situations.</li> <li>● Define community and explain how the organization of each local government department helps to keep us safe through people, regulations, and laws</li> <li>● Explain peaceful methods used to resolve conflicts within a community.</li> <li>● Analyze scenarios for the use of peaceful conflict resolution methods..</li> <li>● Identify examples of different forms of violence and their causes.</li> <li>● Explain how you would convince others to solve conflicts peacefully.</li> <li>● List ways you can help prevent violence and increase safety in your community.</li> </ul>
<p><b>Assessment Evidence</b></p>	
<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>● 2.2.5.MSC.6:: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.2.5.MSC.7:: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> <li>● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● 2.3.5.PS.3:: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</li> <li>● 2.3.5.PS.2:: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</li> <li>● 2.1.5.EH.2:: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li> <li>● 2.1.5.SSH.5:: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> <li>● 2.3.5.DSDT.3:: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</li> <li>● 2.1.5.SSH.4:: Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> </ul>
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<b>Unit Number and Title</b>	Be Cool, Keep Clean!
<b>Unit Duration</b>	February
<b>Unit Goals</b>	
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>● Describe how hormones affect body function, and state emotional changes during puberty.</li> <li>● Define good hygiene.</li> <li>● Identify different microorganisms including viruses, bacteria, and fungi that contribute to illness in the body.</li> <li>● Name things that contribute to a healthy appearance (hair, skin, nails, teeth, posture, and dress).</li> </ul>
<b>Life Skills</b>	<ul style="list-style-type: none"> <li>● Practice identifying, expressing, and managing feelings appropriately, including controlling emotional outbursts.</li> <li>● Set goals for keeping clean.</li> <li>● Practice age-appropriate illness prevention skills.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Distinguish between cosmetics and hygiene products. Practice effective ways to say “NO!” to those things that can threaten your safety</li> </ul>
<b>Vocabulary</b>	hormones, puberty, hygiene, body odor, microorganisms, viruses, bacteria, fungi, body fluids, lice
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● Why do humans go through puberty?</li> <li>● What is puberty?</li> <li>● What are hormones?</li> <li>● How can I keep myself clean and healthy during puberty?</li> <li>● Why is it important to have good hygiene?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Prevent disease and illness by practicing good hygiene.</li> <li>● Develop a positive body image to feel great about yourself.</li> <li>● Understand emotions and how to manage them.</li> <li>● What puberty is and why the process occurs for everyone.</li> <li>● Understand the importance of practicing good hygiene and how to do so.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Understand emotions and how to manage them.</li> <li>● What puberty is and why the process occurs for everyone.</li> <li>● Understand the importance of practicing good hygiene and how to do so.</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>	

<p><b>NJSLS Performance Expectations</b></p>	<ul style="list-style-type: none"> <li>● 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</li> <li>● 2.1.5.PGD.2:: Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>● 2.1.5.PGD.3:: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</li> <li>● 2.1.5.PGD.4:: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).</li> <li>● 2.1.5.PGD.5:: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</li> <li>● 2.1.5.EH.1:: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.1.5.EH.3:: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>● 2.1.5.CHSS.3:: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> <li>● 2.2.5.N.2:: Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>● 2.2.5.N.3:: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> <li>● 2.3.5.HCDM.3:: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</li> <li>● 2.2.5.LF.2:: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> <li>● 2.3.5.HCDM.1:: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● 2.3.5.HCDM.2:: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>● 2.1.5.CHSS.1:: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li> </ul>
<p><b>Unit Number and Title</b></p>	<p>Unit 7- Stay Drug Free! Build Your Assets!</p>
<p><b>Unit Duration</b></p>	<p>March</p>

*This pacing guide is subject to timeline modifications.*

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**Unit Goals**

<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Identify assets and sources of pressure which lead to drug experimentation.</li> <li>● Identify various drugs, classify them into categories, and explain the effects of each drug.</li> <li>● Identify personal, long-term goals and formulate steps to reach them.</li> <li>● Identify resources that you can trust in the community that can help with drug problems in the family.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Practice saying “No!” in threatening situations.</li> <li>● List healthful activities that can provide real benefits for people who might be tempted to use drugs.</li> <li>● Practice recognizing and making decisions that will help you reach your long-term goals.</li> <li>● Practice asking for help using what you have learned about being assertive.</li> </ul>
<b>Vocabulary</b>	drug, addicted, emphysema, hallucinate, peer, AIDS, goal, opioid, assets, influence
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What is peer pressure?</li> <li>● How can I consistently make good decisions?</li> <li>● What effects do drugs have on the human body?</li> <li>● Why is it important to set goals in life?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Being able to safely navigate through life threatening situations.</li> <li>● Understanding the value of making good decisions and living a drug free life.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Make good decisions when it comes to peer pressure and drug use.</li> <li>● Identify the importance of setting and achieving goals.</li> <li>● Understanding how drug use can affect a person's health and lifestyle in a negative way.</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>● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● 2.2.5.PF.2:: Accept and respect others of all skill levels and abilities during participation.</li> <li>● 2.3.5.DSDT.3:: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</li> <li>● 2.3.5.ATD.1:: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>● 2.3.5.ATD.2:: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</li> <li>● 2.3.5.ATD.3:: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</li> <li>● 2.3.5.DSDT.1:: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</li> <li>● 2.3.5.DSDT.2:: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>● 2.2.5.PF.4:: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>● 2.2.5.PF.5:: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> <li>● 2.1.5.EH.4:: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li> <li>● 2.1.5.CHSS.1:: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li> </ul>



	<ul style="list-style-type: none"> <li>● 2.1.5.CHSS.2:: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</li> <li>● 2.3.5.DSDT.4:: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</li> <li>● 2.3.5.DSDT.5:: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</li> </ul>
<b>Unit Number and Title</b>	Puzzled About Germs
<b>Unit Duration</b>	April
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Define the immune system and discover its ability to fight germs.</li> <li>● List ways in which HIV is and is not transmitted.</li> <li>● Identify positive qualities in yourself and those qualities that you would like to see in your friends.</li> <li>● Discover how illness and disease have affected your community.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Role-play how a healthy immune system fights germs.</li> <li>● Make a plan to practice good personal hygiene skills to avoid communicable diseases.</li> <li>● Identify strategies for taking healthy risks, including self-talk and mindful breathing.</li> <li>● Design a fundraiser to help those in the community afflicted with a terminal illness.</li> </ul>
<b>Vocabulary</b>	HIV (human immunodeficiency virus), contagious, immune system, respiratory disease, COVID-19, integrity, contaminated, vaccine, pathogens, antibodies
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does the immune system protect the body from disease?</li> <li>● How are diseases spread?</li> <li>● What can I do to stay safe from diseases and other illnesses?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Respecting your body will help you lead a healthy lifestyle.</li> <li>● The importance of practicing good personal hygiene skills.</li> </ul>

*This pacing guide is subject to timeline modifications.*

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<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Define the immune system.</li> <li>● Understand how HIV impacts the immune system.</li> <li>● Identify the dangers of taking unhealthy risks.</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>● 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</li> <li>● 2.3.5.HCDM.1:: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● 2.3.5.HCDM.2:: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>● 2.1.5.PGD.2:: Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>● 2.1.5.SSH.2:: Differentiate between sexual orientation and gender identity.</li> <li>● 2.1.5.PGD.3:: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</li> <li>● 2.1.5.EH.1:: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.1.5.EH.2:: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>● 2.1.5.SSH.6:: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.2.5.MSC.6:: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</li> <li>● 2.2.5.MSC.7:: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> <li>● 2.2.5.PF.2:: Accept and respect others of all skill levels and abilities during participation.</li> <li>● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● 2.3.5.DSDT.3:: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</li> </ul>
<b>Unit Number and Title</b>	Your Incredible Hearing Machine
<b>Unit Duration</b>	May
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Explain the basic principle of sound and describe the functions of the major parts of the ear.</li> <li>● Describe at least three ways you can help prevent injury or medical damage to your ears.</li> <li>● Identify different kinds of hearing impairments and explain what can be done to treat the impairment or compensate for it.</li> <li>● Discover the role sound plays in our environment and safeguards from noise pollution.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Practice increasing the sensitivity of your hearing in situations where you would normally rely more heavily on the sense of sight.</li> <li>● Make a plan with your family to set up rules to help protect everyone in your family from injuries to their ears and ear infections.</li> <li>● Practice doing without your sense of hearing and discover how it affects you.</li> <li>● Plan ways to improve the sound environment of your school.</li> </ul>
<b>Vocabulary</b>	vibration, ear canal, eardrum, hammer, anvil, stirrup, Eustachian tube, oval window, semicircular canals, cochlea, organ of Corti, auditory nerve
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What are the parts of the ear?</li> </ul>

	<ul style="list-style-type: none"> <li>● How do ears connect to the brain?</li> <li>● How can you prevent ear damage?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Recognizing the importance of the sense of hearing.</li> <li>● Be aware of situations that can cause ear damage.</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Explain the importance of sound.</li> <li>● Identify and describe the functions of the major parts of the ear.</li> <li>● Describe ways to help prevent injury or medical damage to ears.</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>● 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</li> <li>● 2.1.5.SSH.4:: Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>● 2.2.5.MSC.7:: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> <li>● 2.3.5.PS.1:: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● 2.2.5.MSC.6:: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</li> </ul>

<b>Unit Number and Title</b>	Exercise!
<b>Unit Duration</b>	June
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Define physical fitness.</li> <li>● Identify benefits of exercise for each part of the body.</li> <li>● Explain the role exercise plays in keeping your muscles healthy.</li> <li>● Discover the importance of warming up, stretching, and cooling down when exercising.</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Practice different forms of exercise.</li> <li>● Set goals to exercise different parts of your body.</li> <li>● Practice evaluating and monitoring your own fitness level.</li> <li>● Practice exercising properly.</li> </ul>
<b>Vocabulary</b>	stress, heart attack, osteoporosis, hormones, strong, endurance, flexible, Type 2 Diabetes, vigorous, screen time
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● Why is it important to exercise?</li> <li>● What are the different forms of exercise?</li> <li>● How can you tell if a person is physically fit?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Exercising on a daily basis will improve an individual's overall health</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Understand the importance of exercise.</li> <li>● Create and implement exercise plans.</li> <li>● Explain how various body parts in the body benefit from exercise.</li> </ul>

**Assessment Evidence**

**Assessments**

- Observations
- Classroom Discussions
- Conflict Role Play
- Completion of Student Issue Activities
- End of Unit Quiz
- Teacher Manual Handouts

**NJSLS**

**NJSLS Performance Expectations**

- 2.1.5.PGD.1:: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.SSH.1:: Describe gender-role stereotypes and their potential impact on self and others.
- 2.2.5.MSC.1:: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.3:: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.5.MSC.4:: Develop the necessary body control to improve stability and balance during movement and physical activity.
- 2.2.5.MSC.5:: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
- 2.2.5.PF.1:: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
- 2.2.5.PF.3:: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- 2.2.5.PF.5:: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- 2.2.5.LF.1:: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

	<ul style="list-style-type: none"> <li>● 2.2.5.LF.2:: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> <li>● 2.2.5.LF.3:: Proactively engage in movement and physical activity for enjoyment individually or with others.</li> <li>● 2.2.5.LF.4:: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</li> <li>● 2.2.5.LF.5:: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> <li>● 2.2.5.N.1:: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>● 2.2.5.PF.4:: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>● 2.3.5.PS.5:: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</li> <li>● 2.1.5.PGD.3:: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</li> <li>● 2.1.5.EH.1:: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.1.5.EH.3:: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>● 2.1.5.CHSS.3:: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> <li>● 2.3.5.HCDM.3:: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</li> </ul>
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**New Jersey Child Assault Prevention (NJCAP) Program – 4<sup>th</sup> Grade**

The New Jersey Child Assault Prevention (NJ CAP) program is an initiative of Catholic Charities that aims to empower children, families, and communities with knowledge and skills to prevent child assault and abuse. The program uses a comprehensive, child-centered approach to teach children about personal safety and their rights to be "Safe, Strong, and Free," which is the CAP motto. NJ CAP provides age-appropriate workshops that focus on building self-esteem, assertiveness, and communication skills, equipping children with strategies to recognize and respond to potentially dangerous situations.

The Washington Township School District has proudly partnered with New Jersey CAP to provide students with assault prevention education for the past 30 years. This long-standing collaboration demonstrates the district's commitment to student safety and well-being. The CAP program is taught to all students in second and fourth grades, ensuring that children receive this crucial information at key developmental stages.

As part of the program's comprehensive approach, a parent information session is provided prior to the student workshops. This allows parents to understand the content and methods used in the program and ask any questions they may have. It's important to note that parents have the option to exclude their child from participating in the program if they choose.

Over the past three decades, the CAP program has been well-received by staff, parents, and students in the Washington Township School District. Its enduring presence in the district curriculum speaks to its effectiveness and the community's recognition of its value in protecting children. For more information about the New Jersey Child Assault Prevention program, please visit their official website: <https://njcap.org/>

### Physical Education

<b>Unit</b>	Soccer Skills and Strategies
<b>Unit Duration</b>	6 Weeks
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Soccer combines individual skills with team tactics</li> <li>● Spatial awareness and decision-making are crucial in soccer</li> <li>● Physical fitness is enhanced through soccer activities</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Teamwork</li> <li>● Communication</li> <li>● Strategic thinking</li> <li>● Perseverance</li> </ul>
<b>Vocabulary</b>	Dribbling, passing, shooting, trapping, offense, defense, formation, tactics, pitch



<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do individual soccer skills contribute to team success?</li> <li>● Why is positioning important in soccer?</li> <li>● How can we use strategy to improve our game?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Effective teamwork in soccer requires both individual skill and collective strategy</li> <li>● Spatial awareness and quick decision-making are key to successful soccer play</li> <li>● Regular participation in soccer activities promotes overall physical fitness</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will demonstrate advanced soccer skills in game situations</li> <li>● Students will apply offensive and defensive strategies in matches</li> <li>● Students will analyze and explain how soccer contributes to personal fitness</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>● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</li> <li>● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● 2.2.5.MSC.4: Develop competence and confidence in a variety of physical activities (e.g., games, sports, exercise, dance).</li> <li>● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul>
<b>Unit</b>	Volleyball Fundamentals
<b>Unit Duration</b>	5 Weeks
<b>Unit Goals</b>	

*This pacing guide is subject to timeline modifications.*

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<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Volleyball requires unique hand positioning and body movements</li> <li>● Teamwork and communication are essential in volleyball</li> <li>● Volleyball promotes upper body strength and hand-eye coordination</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Cooperation</li> <li>● Communication</li> <li>● Resilience</li> <li>● Spatial awareness</li> </ul>
<b>Vocabulary</b>	Serve, bump, set, spike, rotate, rally, net, court, volleying
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does proper technique affect volleyball performance?</li> <li>● Why is communication crucial in volleyball?</li> <li>● How can we improve our reaction time in volleyball?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Proper volleyball techniques enhance performance and reduce injury risk</li> <li>● Effective communication leads to better team coordination</li> <li>● Volleyball improves reflexes, agility, and upper body strength</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will demonstrate proper serving, bumping, and setting techniques</li> <li>● Students will apply basic volleyball rules and rotations in game play</li> <li>● Students will exhibit effective communication during volleyball matches</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>● 2.2.5.MSC.3: Demonstrate and apply a variety of movement skills to promote a healthy, active lifestyle.</li> <li>● 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</li> </ul>

	<ul style="list-style-type: none"> <li>● 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</li> <li>● 2.2.5.PF.1: Compare and contrast the physical activities that build cardiovascular and muscular fitness.</li> </ul>
<b>Unit</b>	Rhythmic Activities and Dance
<b>Unit Duration</b>	5 Weeks
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Dance is a form of artistic expression and communication Rhythm and coordination are essential in dance and many sports</li> <li>● Dance promotes creativity, fitness, and cultural awareness</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Self-expression</li> <li>● Cultural appreciation</li> <li>● Coordination</li> <li>● Cooperation</li> </ul>
<b>Vocabulary</b>	Choreography, rhythm, tempo, beat, sequence, genre, synchronization, performance
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does dance reflect cultural values and traditions?</li> <li>● How can we express emotions through movement?</li> <li>● How does dance contribute to overall fitness?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Dance is a universal language that reflects cultural diversity</li> <li>● Movement can be a powerful form of emotional expression</li> <li>● Regular dance practice improves coordination, flexibility, and cardiovascular fitness</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will perform dances from various cultural traditions</li> <li>● Students will create and perform original dance sequences</li> <li>● Students will explain how dance contributes to personal fitness and well-being</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>● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● 2.2.5.MSC.4: Develop competence and confidence in a variety of physical activities (e.g., games, sports, exercise, dance).</li> <li>● 2.2.5.PF.1: Compare and contrast the physical activities that build cardiovascular and muscular fitness.</li> <li>● 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li> </ul>
<b>Unit</b>	Pickleball Introduction
<b>Unit Duration</b>	5 Weeks
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Pickleball combines elements of tennis, badminton, and table tennis</li> <li>● Strategy and quick reactions are crucial in pickleball</li> <li>● Pickleball promotes agility, hand-eye coordination, and social interaction</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Adaptability</li> <li>● Quick decision-making</li> <li>● Sportsmanship</li> <li>● Partner cooperation</li> </ul>
<b>Vocabulary</b>	Paddle, dink, volley, serve, non-volley zone (kitchen), fault, rally, baseline, sideline
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does pickleball differ from other racquet sports?</li> <li>● Why is positioning important in pickleball?</li> <li>● How can pickleball skills transfer to other activities?</li> </ul>

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<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Pickleball requires a unique combination of skills from various racquet sports</li> <li>● Strategic positioning and quick reactions are key to pickleball success</li> <li>● Pickleball skills can improve overall hand-eye coordination and agility</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will demonstrate proper pickleball serving and stroke techniques</li> <li>● Students will apply basic pickleball strategies in game play</li> <li>● Students will exhibit good sportsmanship and partner communication during matches</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>● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>● 2.2.5.MSC.3: Demonstrate and apply a variety of movement skills to promote a healthy, active lifestyle.</li> <li>● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> <li>● 2.2.5.PF.2: Identify effective physical activities that promote cardiovascular fitness, muscular strength, and flexibility.</li> </ul>
<b>Unit</b>	Basketball Skills and Game Play
<b>Unit Duration</b>	7 Weeks
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Basketball combines individual skills with team strategies</li> <li>● Proper technique in basketball enhances performance and reduces injury risk</li> <li>● Basketball promotes cardiovascular fitness and coordination</li> </ul>

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<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Decision-making</li> <li>● Leadership</li> <li>● Sportsmanship</li> <li>● Time management</li> </ul>
<b>Vocabulary</b>	Dribbling, passing, shooting, pivoting, defense, offense, rebound, fast break, foul
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do individual and team skills work together in basketball?</li> <li>● Why is positioning important in offensive and defensive play?</li> <li>● How does basketball contribute to overall fitness?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Basketball success requires a balance of individual skills and teamwork</li> <li>● Strategic positioning can create scoring opportunities and defensive advantages</li> <li>● Regular basketball practice improves cardiovascular endurance and hand-eye coordination</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● • Students will demonstrate proficient basketball skills in game situations</li> <li>● Students will apply offensive and defensive strategies in matches</li> <li>● Students will analyze how basketball activities contribute to personal fitness</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>● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>● 2.2.5.MSC.4: Develop competence and confidence in a variety of physical activities (e.g., games, sports, exercise, dance).</li> <li>● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> <li>● 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</li> </ul>

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<b>Unit</b>	Bowling Techniques
<b>Unit Duration</b>	4 Weeks
<b>Unit Goals</b>	
<b>Big Idea</b>	<ul style="list-style-type: none"> <li>● Bowling requires consistent form and technique</li> <li>● Understanding lane conditions affects bowling strategy</li> <li>● Bowling promotes social interaction and lifelong physical activity</li> </ul>
<b>Life Skill</b>	<ul style="list-style-type: none"> <li>● Consistency</li> <li>● Strategic thinking</li> <li>● Etiquette</li> <li>● Math skills (scoring)</li> </ul>
<b>Vocabulary</b>	Strike, spare, frame, approach, release, pin, gutter, lane, scorekeeping
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does proper form affect bowling performance?</li> <li>● Why is understanding lane conditions important in bowling?</li> <li>● How can bowling be a lifelong physical activity?</li> </ul>
<b>Enduring Understanding</b>	<ul style="list-style-type: none"> <li>● Consistent form and technique lead to improved bowling scores</li> <li>● Adapting to lane conditions is crucial for bowling success</li> <li>● Bowling can be enjoyed as a social and physical activity throughout life</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will demonstrate proper bowling stance, approach, and release</li> <li>● Students will apply basic bowling strategies based on lane conditions</li> <li>● Students will accurately keep score during bowling games</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>● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>● 2.2.5.MSC.3: Demonstrate and apply a variety of movement skills to promote a healthy, active lifestyle.</li> <li>● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> <li>● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> </ul>

**Curriculum Modifications**

Special Education and 504 Students	<p><b><u>General Modifications</u></b></p> <ul style="list-style-type: none"> <li>● Allow outlining, instead of writing for an essay or major project</li> <li>● Computerized spell-check support</li> <li>● Word bank of choices for answers to test questions</li> <li>● Provision of calculator and/or number line for math tests</li> <li>● Film or video supplements in place of reading text</li> <li>● Reworded questions in simpler language</li> <li>● Projects instead of written reports</li> <li>● Highlighting important words or phrases in reading assignments</li> <li>● Modified workload or length of assignments/tests</li> <li>● Modified time demands</li> <li>● Pass/no pass option</li> <li>● Modified grades based on IEP</li> </ul>
	<p><b><u>Behavioral Modifications</u></b></p> <ul style="list-style-type: none"> <li>● Breaks between tasks</li> <li>● Cue expected behavior</li> </ul>



	<ul style="list-style-type: none"> <li>● Daily feedback to student</li> <li>● Use de-escalating strategies</li> <li>● Use positive reinforcement</li> <li>● Use proximity/touch control</li> <li>● Use peer supports and mentoring</li> <li>● Model expected behavior by adults</li> <li>● Have parent sign homework/behavior chart</li> <li>● Set and post class rules</li> <li>● Chart progress and maintain data</li> </ul>
<p>Students At Risk of School Failure - 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>English Language Learner Students (ELL)</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>Gifted &amp; Talented Students (G&amp;T)</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>

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	<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>
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