

# Estell Manor School District

## Health Curriculum Grade K - 2

## **STATEMENT OF PURPOSE**

The district's health curriculum empowers our elementary students to choose actions that will help develop their potential; make informed decisions; help improve the quality of their environment and enact health-enhancing behaviors. Responsible decision making skills will be taught at each grade level.

Health education classes give students the foundation they need to feel good about themselves. Students learn refusal skills or ways to say no to behaviors that are harmful for themselves, others or the environment. Our students learn that their healthful choices move them toward a higher state of personal well-being. We seek to instill a sense of personal responsibility for oneself and others.

The program will consist of Wellness, Integrated Skills, Drugs and Medicine, and Human Relationships and Sexuality. Our schools offer age-appropriate and culturally sensitive health education programs that help students develop the knowledge, attitudes, skills and behaviors to adopt, maintain, and enjoy an active lifestyle.

The Elementary Health Curriculum is aligned to the New Jersey Student Learning Standards and will be taught by the classroom teacher, school nurse, guidance counselor and physical education teacher, along with suggested guest speakers and experts in the community.

Primary Interdisciplinary Connections: Math, Language Arts, Science

21<sup>st</sup> Century Themes: 9.1 21<sup>st</sup> Century Life & Career Skills. All Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.

## **Health Pacing Guide**

<b>Unit 1: Wellness</b>	One day a week Approximately 7 days
<b>Unit 2: Alcohol, Tobacco and Other Drugs</b>	One day a week Approximately 7 days days
<b>Unit 3: Family Life</b>	One day a week Approximately 7 days days
<b>Unit 4: Community Health Skills</b>	One day a week Approximately 7 days days

**All Units will address the following 21st Century Life and Careers skills:**

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

<b>Unit 1: Wellness</b>	<b>Duration:</b> September - November
<b>Standards</b>	
2.1.2. B.1 Explain why some foods are healthier to eat than others.	
2.1.2. B.2 Explain how foods on My Plate differ in nutritional content and value.	
2.1.2. B.3 Summarize information about food found on product labels.	
2.1.2. C.1 Summarize symptoms of common diseases and health conditions.	
2.1.2. C.2 Summarize strategies to prevent the spread of common diseases and health conditions.	

2.1.2. C.3 Determine how personal feelings can affect one's wellness.

2.6.2. A.1 Explain the role of regular physical activity in relation to personal health.

2.6.2. A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

2.6.2. A.3 Develop a fitness goal and monitor progress towards achievement of the goal.

2.5.2. A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2. A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2. A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.

2.5.2. A.4 Correct movement errors in response to feedback.

2.5.2. B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.

2.5.2. B.2 Explain the difference between offense and defense.

2.5.2. B.3 Determine how attitude impacts physical performance.

2.5.2. B.4 Demonstrate strategies that enable team and group members to achieve goals.

2.5.2. C.1 Explain what it means to demonstrate good sportsmanship.

2.5.2. C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.

CRP3. Attend to personal health and financial well-being.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• All body parts working together will support wellness.</li><li>• Being “well” means keeping your body healthy and taking care of yourself.</li><li>• How are some foods healthier to eat than others?</li></ul>	<ul style="list-style-type: none"><li>• What are the body parts, and how do they work together to support wellness?</li><li>• What does being “well” mean?</li><li>• What are some self-care practices that support wellness?</li><li>• Students will understand that choosing a balanced variety of nutritious foods contributes to wellness.</li></ul>

<ul style="list-style-type: none"> <li>• Can you identify foods from each food group and place them on the food pyramid (My Plate)?</li> <li>• Can you find the label on the food product?</li> <li>• Symptoms of common diseases and health conditions are signs illness.</li> <li>• Personal feelings can affect wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify food labels on various products.</li> <li>• What are some symptoms of common diseases and health conditions?</li> <li>• What affect can feelings have on one's wellness?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Checklist</li> <li>• Writing Prompt</li> <li>• Student self-assessment</li> <li>• Student participation</li> <li>• Question and Answer</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Rubric</li> <li>• Student Growth Objective</li> </ul> <b>Benchmark Assessment</b> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul> <b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> </ul>



	<ul style="list-style-type: none"> <li>Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>All body parts working together will support wellness.</li> <li>Being “well” means keeping your body healthy and taking care of yourself.</li> <li>Why some foods are healthier to eat than others.</li> <li>Foods and food groups.</li> <li>What a food label is.</li> <li>How to prevent the spread of common diseases and health conditions.</li> <li>How personal feelings can affect one’s Wellness.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> <li>Explain what being “well” means and identify self-care practices that support wellness.</li> <li>Choose a balanced variety of nutritious foods.</li> <li>Distinguish which food belongs to each food group.</li> <li>Point out a food label.</li> <li>Explain how self-help skills and personal hygiene skills promotes healthy habits.</li> <li>Develop strategies to prevent the spread of common diseases and health conditions.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will be given glitter (germs) to put on their hands to demonstrate proper hand washing skills. First students will place either lotion or petroleum jelly on their hands. Next glitter (germs) will be placed on their hands. Students will be asked to demonstrate proper hand washing techniques to remove the glitter (germs) from	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml</a>

their hands. Teachers will observe and record their students' ability to do so properly and independently.	
Students will be put into groups. They will be asked to draw pictures of several healthy habits. Students will be guided to draw or describe combing their hair, brushing their teeth, and using tissues. Students will then be asked about the importance of the healthy habits.	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml</a>
Teacher will provide students with a worksheet depicting several different food choices. These could include depictions of milk, soda, fruit, vegetables, grains, candy, water, meats, potato chips etc. Students will then demonstrate their ability to identify the healthiest food choices by either color or circling them. Teachers may also ask their students questions regarding their choices to prove further understanding	<a href="http://busyteacher.org/classroom_activities-vocabulary/food_and_drinks/food-worksheets/">http://busyteacher.org/classroom_activities-vocabulary/food_and_drinks/food-worksheets/</a>
Teachers will develop different situations or scenarios that describe how people's actions or feelings can have an effect on their overall personal wellness. Example: John is a second grade student who likes to pick on or make fun of other student's mistakes, clothes or even the way they talk. John has been reminded several times by his teacher that this is not appropriate behavior. Students will then either orally or through one or two written sentences will answer two to three questions regarding the scenario. 1. How would it make you feel if someone was picking on you or pointing out your mistakes? 2. How do feelings of embarrassment, anger or stress affect the way you feel overall? 3. How do John's actions and words affect the way he feels?	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml</a>
Each student will bring into class an item of food with a nutritional label attached.* All students will be given a partner and then will compare their food item and its	<a href="http://www.choosemyplate.gov">www.choosemyplate.gov</a>

<p>nutritional label. Students will record each item and decide which item they believe has more nutritional value. Students will then compare their food items to the food choices on My Plate** (fruit, vegetable, dairy, protein) and compare and record if their items are presented on My Plate and, if not, does the item have more nutritional value compared to items on My Plate. All students will then answer the following questions. 1. What types of food items had more nutritional value and why? 2. Did the food items your group selected collectively have more or less nutritional value compared to My Plate and why? 3. Why do some food choices on My Plate have more nutritional value than others?</p>	
<p>Students will be given a scenario regarding a health condition such as the flu. Several symptoms such as fever, sneezing, cough etc. will be provided to the students. Students will then be asked to come up with the proper strategies to aid in the prevention of spreading the flu. 1. Students may use word recognition of the symptoms to draw a picture depicting a strategy to aid in the prevention of spreading the flu. For example, the teacher may say the word coughing and the students could draw and explain a depiction of someone covering their mouth when they cough and then washing their hands in a sink or with antibacterial soap. 2. Students may be provided with a worksheet depicting pictures of people displaying certain strategies to prevent the spread of the flu. The teacher would signal the class with the symptom and the students would describe the strategy under the correct picture. 3. Students may physically demonstrate different strategies when signaled by the teacher- delivered symptoms. For example, the teacher cues coughing and the students</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml</a></p>

would cover their own mouths in the correct manner while coughing. Teachers should be looking for the correct depiction and explanation of why this strategy would aid in the prevention of the spread of disease or health conditions.	
Students will create a collage out of either drawn pictures or from magazines that depict either healthy or unhealthy habits, skills, or activities. Examples could be exercise/ physical activity, personal hygiene, dental hygiene, sedentary activity, or nutrition. Students will then either orally explain or give one or two word written expressions to describe how the pictures on their collages either support or hinder their overall personal wellness. Teachers will look for the proper representations of the students depictions of healthy habits and physical activity on their collage as well as the ability to properly explain how the depictions support or hinder overall personal wellness.	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hk2u1.shtml</a>
<b>Literature</b>	
<ul style="list-style-type: none"> <li>• <i>Gregory, the Terrible Eater</i> - Mitchell Sharmat</li> <li>• <i>I Will Not Ever Eat a Tomato</i> - Lauren Child</li> <li>• <i>Elephants Cannot Dance, Watch me Throw the Ball</i> by Mo Willems</li> <li>• <i>Magic Treehouse #16 – Hour of the Olympics</i> by Mary Pope Osbourne</li> </ul>	
<b>Websites</b>	
Kids.gov	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
PBS Kids	<a href="http://pbskids.org/games/healthy-habits/">http://pbskids.org/games/healthy-habits/</a>
Choose My Plate	<a href="https://www.choosemyplate.gov/kids">https://www.choosemyplate.gov/kids</a>
PE Central	<a href="http://www.pecentral.org/">http://www.pecentral.org/</a>

Kids Health	<a href="https://classroom.kidshealth.org/">https://classroom.kidshealth.org/</a>
Brain Pop Jr.	<a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>• Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preteach Vocabulary</li> <li>• Graphic Organizers to Organize and Collect Important Information</li> <li>• Collaborative Grouping to Support Student Needs</li> </ul>	
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preview Lesson to Help Build Student Background Knowledge</li> <li>• Collaborative Grouping to Support Student Needs</li> <li>• Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li> </ul>	
<b>Special Education</b> <ul style="list-style-type: none"> <li>• Provide differentiated instruction as needed</li> <li>• Follow all IEP modifications/504 plan</li> </ul>	

- Provide manipulatives or the opportunity to draw solution strategies

<b>Unit 2: Alcohol, Tobacco, and other Drugs</b>	<b>Duration:</b> December - January
<b>Standards</b>	
2.2.2. B.1 Explain what a decision is and why it is advantageous to think before acting.	
2.2.2. B.2 Relate decision-making by self and others to one's health.	
2.2.2. B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.	
2.2.2. B.4 Select a personal health goal and explain why setting a goal is important.	

2.2.2. E.1 Determine where to access home, school, and community health professionals.

2.2.2. E.1 Determine where to access home, school, and community health professionals.

2.3.2. A.1 Explain what medicines are and when some types of medicines are used.

2.3.2. A.2 Explain why medicines should be administered as directed.

2.3.2. B.1 Identify ways that drugs can be abused.

2.3.2. B.2 Explain effects of tobacco use on personal hygiene, health, and safety.

2.3.2. B.3 Explain why tobacco smoke is harmful to nonsmokers.

2.3.2. B.4 Identify products that contain alcohol.

2.3.2. B.5 List substances that should never be inhaled and explain why.

2.3.2. C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2. C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.

CRP3. Attend to personal health and financial well-being.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>• Can you explain how parents, peers, technology, culture, and the media influence health decisions?</li> <li>• Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</li> <li>• Tobacco smoke is harmful to nonsmokers.</li> <li>• Medicines should be administered as directed.</li> </ul>	<ul style="list-style-type: none"> <li>• Can you identify sources of health information?</li> <li>• How can you demonstrate effective communication and listening skills.</li> <li>• Effective decision-making skills foster healthier lifestyle choices.</li> <li>• What medicines are some types of medicines used for?</li> <li>• Why should medicine be administered as directed.</li> <li>• Why tobacco smoke is harmful to nonsmokers?</li> <li>• Why should medicines be administered as directed?</li> <li>• What substances should never be inhaled?</li> <li>• Why do people have difficulty controlling their use of alcohol, tobacco, and other drugs?</li> <li>• Where can people who abuse alcohol, tobacco, and other drugs get help?</li> </ul>
Evidence of Student Learning	



Assessments	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Checklist</li> <li>• Writing Prompt</li> <li>• Student self-assessment</li> <li>• Student participation</li> <li>• Question and Answer</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Rubric</li> <li>• Student Growth Objective</li> </ul> <b>Benchmark Assessment</b> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul> <b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
Knowledge and Skills	
Content	Skills:
<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Effective communication may be a determining factor in the outcome of health- and safety-related situations</li> </ul>	<i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Express needs, wants, and feelings in health- and safety-related situations.</li> </ul>

<ul style="list-style-type: none"> <li>• Effective decision-making skills foster healthier lifestyle choices</li> <li>• What medicines are and when some types of medicines are used.</li> <li>• Why medicines should be administered as directed</li> <li>• Why tobacco smoke is harmful to nonsmokers.</li> <li>• Why medicines should be administered as directed.</li> <li>• Why substances should never be inhaled and explain why</li> <li>• That some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</li> <li>• That people who abuse alcohol, tobacco, and other drugs can get help.</li> </ul>	<ul style="list-style-type: none"> <li>• Relate decision-making by self and others to one's health.</li> <li>• Determine ways parents, peers, technology, culture, and the media influence health decisions.</li> <li>• Select a personal health goal and explain why setting a goal is important.</li> <li>• Explain what medicines are and when some types of medicines are used.</li> <li>• Explain why medicines should be administered as directed.</li> <li>• Explain why tobacco smoke is harmful to nonsmokers</li> <li>• Explain why medicines should be administered as directed.</li> <li>• List substances that should never be inhaled and explain why.</li> <li>• Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs as directed.</li> <li>• Explain that people who abuse alcohol, tobacco, and other drugs can get help...</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
Students will be asked to explain what it means to make a decision. The teacher will describe a scenario regarding decisions that students make every day. The scenario could contain examples of students making the decisions to brush their teeth, what type of clothes to	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u2.pdf</a>

<p>wear depending on the weather, combing their hair, food selections etc. Students will then be asked to draw a depiction of a decision that they have made. Students may also describe the depiction to the teacher to further explain what their decisions were. Teachers may write explanations on the students drawing for clarity. Teachers should be assessing for the students ability to comprehend that making a decision is a choice</p>	
<p>Teachers will develop a poster with pictures of who may administer medicines to children. The poster will contain a red light on the top of one column and a green light on the top of the other to denote who may and who may not administer medicines. The red column may consist of friends, siblings, or strangers. The green column may consist of doctors, parents, teachers, nurses. After the teacher has explained who may or may not administer medicines, students will be given a worksheet with the pictures of the individuals from the poster. Each student will be asked to identify who they would be able to take medicine from by either circling or coloring the appropriate individuals. Teachers may want to use photographs of the school nurse, student's parents etc.</p>	<p><a href="http://www.ehow.com/list_6136436_drug-awareness-activities">http://www.ehow.com/list_6136436_drug-awareness-activities</a></p>
<p>Students will be paired up with partners. The teacher will give a scenario regarding a child and a decision they have to make. Scenarios could be comprised of nutritional decisions, hygiene decisions, or decisions that might occur with friends. Each group will be asked to write down a list of words that describe the decision making process. The list could contain words like think, relax, identify the problem, be confident. The groups will then create a list of positive and negative outcomes that could come about depending on their decision. After the list is created and the positive and negatives of the</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u2.pdf</a></p>

decision are compared, the group will be asked to write one to two sentences explaining their decision. Each student in the group will then be asked to answer two open ended questions regarding the decision making process and how they could use it when it comes to decisions involving alcohol, tobacco, and other drugs. The teacher may either give a printed hand out or orally recite the questions to their students. Determine what substance should never be inhaled and why 11 Continues to develop an understanding of what substances should never be inhaled and why Determines what substances should never be inhaled and why Consistently demonstrates understanding of a variety of substances that should never be inhaled and why Understands that people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determines where or how to access health professionals who may help 13 Displays little or no understanding that people may have difficulty controlling their use of alcohol, tobacco, and other drugs and where or how to access health professionals who may help Demonstrates understanding that people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determines where or how to access health professionals who may help Consistently demonstrates understanding that people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determines the variety of ways to access health professionals who may help 1. How could you use decision making skills to say no to alcohol, tobacco, or other drugs? 2. What do you think the negatives on your list would be if someone was trying to give you alcohol, tobacco, or other drugs? Teachers

should look for answers that indicate from comprehension of the decision making process as well as negatives associated with the use of alcohol, tobacco, and other drugs.	
Teachers will develop a scenario or a story or article in which they discuss people who have illnesses and diseases. They will discuss that people that have an illness or disease need to find professional help. The teacher would then transition into how adults who have trouble controlling their consumption of alcohol, tobacco, or other drugs also have an illness or a disease. Their illness or disease is that they cannot control how much alcohol, tobacco, or other drugs they use. Students will be asked to answer several open ended questions to demonstrate understanding. 1. Who has helped you when you were sick or ill? 2. Why do people become sick or ill if they use too much alcohol, tobacco, or other drugs? 3. If people are sick or ill how would they find a professional who could get them help? Students will build on question # 3 by describing where they would find professional help for someone who has a substance abuse problem. Students could create a graphic organizer with the middle being substance abuse and the outside circles being professional help providers.	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u2.pdf</a>
<b>Literature</b>	
<ul style="list-style-type: none"> <li>● Poison Alert, Gina Bellisario</li> <li>● <a href="#">An Elephant in the Living Room: The Children's Book</a> by Jill M. Hastings and Marion H. Typpo</li> <li>● <a href="#">When a Family Is in Trouble</a> by Marge Heegaard</li> <li>● <a href="#">Up and Down the Mountain: Helping Children Cope with Parental Alcoholism</a> by Pamela Leib Higgins</li> </ul>	
<b>Websites</b>	

Kids.gov	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
PBS Kids	<a href="http://pbskids.org/games/healthy-habits/">http://pbskids.org/games/healthy-habits/</a>
Choose My Plate	<a href="https://www.choosemyplate.gov/kids">https://www.choosemyplate.gov/kids</a>
PE Central	<a href="http://www.pecentral.org/">http://www.pecentral.org/</a>
Kids Health	<a href="https://classroom.kidshealth.org/">https://classroom.kidshealth.org/</a>
Brain Pop Jr.	<a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>● Simplify content</li> <li>● Google Translator</li> <li>● Multi - language word wall</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>● Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>● Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>● Preteach Vocabulary</li> </ul>	

- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs

**Economically Disadvantaged**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

<b>Unit 3: Family Life</b>	<b>Duration:</b> February - April
<b>Standards</b>	
<p>2.4.2. A.1 Compare and contrast different kinds of families locally and globally.</p> <p>2.4.2. A.2 Distinguish the roles and responsibilities of different family members.</p> <p>2.4.2. A.3 Determine the factors that contribute to healthy relationships.</p> <p>2.4.2. B.1 Compare and contrast the physical differences and similarities of the genders.</p> <p>2.4.2. C.1 Explain the factors that contribute to a mother having a healthy baby.</p> <p>2.2.2. B.1 Explain what a decision is and why it is advantageous to think before acting.</p> <p>2.2.2. B.2 Relate decision-making by self and others to one's health.</p> <p>2.2.2. B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>	



SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.

CRP3. Attend to personal health and financial well-being.

### **Essential Understandings**

*Students will understand that...*

- Effective communication may be a determining factor in the out
- Effective decision-making skills foster healthier lifestyle choices.
- There are different kinds of families both locally and globally.
- There are different types of responsibilities for different family members.

### **Essential Questions**

- Can you identify sources of health information?
- How can you demonstrate effective communication and listening skills.
- Can you explain how parents, peers, technology, culture, and the media influence health decisions?
- How are families different locally and globally?
- What are the different roles and responsibilities of different family members?

## **Evidence of Student Learning**

### **Assessments**

#### **Formative Assessments**

- Teacher Observation
- Checklist
- Writing Prompt
- Student self-assessment
- Student participation
- Question and Answer

#### **Summative Assessments**

- Rubric
- Student Growth Objective

#### **Benchmark Assessment**

- Assessment on MyPlate.com
- Notebook Check with Teacher Created Rubric

	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<i>Students will know...</i> <ul style="list-style-type: none"> <li>• How to compare and contrast different kinds of families locally and globally.</li> <li>• How to distinguish the roles and responsibilities of different family members.</li> <li>• The physical differences and similarities of the genders.</li> <li>• How to explain the factors that contribute to a mother having a healthy baby.</li> </ul>	<i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Compare and contrast different kinds of families locally and globally.</li> <li>• Distinguish the roles and responsibilities of different family members.</li> <li>• Compare and contrast the physical differences and similarities of the genders.</li> <li>• Explain the factors that contribute to a mother having a healthy baby.</li> </ul>

Instructional Plan	
Suggested Activities	Resources
<p><b>Family Decisions:</b> Students will start the activity by drawing a picture of their family. Students will then draw pictures of routines or activities they do together as a family. Examples could be eating dinner, exercising, watching a movie, going to the grocery store or the beach. Students will then be asked to circle which activities they decide upon as a family and leave the decisions that are made by only the adults in their family not circled.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku3.pdf</a></p>
<p><b>Role Responsibilities:</b> The teacher will review different types of responsibilities or tasks that members of a family might be responsible for completing. Students in pairs will then illustrate a picture of their family and tasks they complete. Each student will then explain what tasks or responsibilities are done by what family member. For example, an older brother cuts the lawn, dad does the grocery shopping, mom goes to the bank, etc. After each student has completed their illustration and explanation students will be asked if any other student's families handle their responsibilities differently. Teachers may use a checklist to record their student's ability to describe the roles of their family as well as understand the differences in other student's families.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku3.pdf</a></p>
<p><b>Brainstorming:</b> Teacher will begin the activity by having the entire class brainstorm the similarities between boys and girls. Students will then be broken up into boy and girl pairs. In their pairs students will describe as many</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku3.pdf</a></p>

<p>similarities as possible between boys and girls. Students may either orally describe or illustrate a drawing. Examples could be hair, teeth, nose, arms, legs, feet, etc. Teacher may use a checklist to record how each student identifies the similarities.</p>	
<p><b>Healthy Family:</b> Teachers will give students a decision making scenario. The scenario will entail making decisions that will impact oneself or family members' health as well as the health of their relationships. For example the scenario might entail a family making a decision to incorporate a family bike ride after dinner as part of their weekly routine. Students would then be asked to answer open ended questions to determine if students understand how making this decision impacts their family's health and their relationships.</p> <ol style="list-style-type: none"> <li>1. How does making the decision to ride bikes as a family impact one's health or wellbeing?</li> <li>2. Explain how the decision to ride bikes nightly as a family may impact relationships between family members.</li> <li>3. What other decision could be made that could impact both health and family relationships positively or negatively?</li> </ol>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u3.pdf</a></p>
<p><b>Similar &amp; Different:</b> Students will be shown an example of a Venn diagram. Students will be directed to illustrate a Venn diagram using three circles. The outer circles should contain only gender specific physical characteristics. The third interlocking circle should contain the physical characteristics that both genders share. Students may explain their diagrams to ensure understanding.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h2u3.pdf</a></p>

<b>Literature</b>	
<ul style="list-style-type: none"> <li>• Murphy Meets the Treadmill by Harriet Ziefert</li> <li>• Eating Well by Melanie Mitchell</li> <li>• The Edible Pyramid: Good Eating Every Day by Loreen Leedy</li> <li>• Good Enough to Eat: A Kid's Guide to Food and Nutrition by Lizzy Rockwell</li> <li>• Tumble Bunnies by Kathryn Lasky</li> </ul>	
<b>Websites</b>	
Kids.gov	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
PBS Kids	<a href="http://pbskids.org/games/healthy-habits/">http://pbskids.org/games/healthy-habits/</a>
Choose My Plate	<a href="https://www.choosemyplate.gov/kids">https://www.choosemyplate.gov/kids</a>
PE Central	<a href="http://www.pecentral.org/">http://www.pecentral.org/</a>
Kids Health	<a href="https://classroom.kidshealth.org/">https://classroom.kidshealth.org/</a>
Brain Pop Jr.	<a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> </ul>	
<b>Gifted and Talented</b>	

<ul style="list-style-type: none"> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>• Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preteach Vocabulary</li> <li>• Graphic Organizers to Organize and Collect Important Information</li> <li>• Collaborative Grouping to Support Student Needs</li> </ul>
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preview Lesson to Help Build Student Background Knowledge</li> <li>• Collaborative Grouping to Support Student Needs</li> <li>• Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li> </ul>
<b>Special Education</b> <ul style="list-style-type: none"> <li>• Provide differentiated instruction as needed</li> <li>• Follow all IEP modifications/504 plan</li> <li>• Provide manipulatives or the opportunity to draw solution strategies</li> </ul>

<b>Unit 4: Community Health Skills</b>	<b>Duration:</b> May - June
<b>Standards</b>	
<p>2.1.2. D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.2. D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p> <p>2.1.2. D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.</p> <p>2.1.2. E.1 Identify basic social and emotional needs of all people.</p> <p>2.1.2. E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <p>2.1.2. E.3 Explain healthy ways of coping with common stressful situations experienced by children.</p> <p>2.2.2. A.1 Express needs, wants, and feelings in health- and safety-related situations.</p> <p>2.2.2. B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>2.2.2. B.4 Select a personal health goal and explain why setting a goal is important.</p> <p>2.2.2. C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>2.2.2. C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>2.2.2. D.1 Determine the benefits for oneself and others of participating in a class or school service activity.</p> <p>2.2.2. E.1 Determine where to access home, school, and community health professionals.</p>	

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.K.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.1.A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

8.1.2.E.1. Use digital tools and online resources to explore a problem or issue.

CRP3. Attend to personal health and financial well-being.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• Injuries can be prevented by practicing safety procedures at home, school and in the community.</li><li>• Ways to remain safe around strangers, acquaintances and trusted adults.</li></ul>	<ul style="list-style-type: none"><li>• What are ways to prevent injuries in home, school and the community?</li><li>• What are ways to remain safe around strangers, acquaintances and trusted adults and explain acceptable behaviors?</li><li>• What are some safety procedures associated with pedestrian, bicycle and traffic safety?</li><li>• What factors impact social and emotional health? •</li></ul>



<ul style="list-style-type: none"> <li>• There are procedures associated with pedestrian, bicycle, and traffic safety.</li> <li>• Many factors influence social and emotional health.</li> <li>• There are healthy ways to cope with stressful situations and that there are people who they can go to for help.</li> <li>• Can you identify sources of health information?</li> <li>• How can you demonstrate effective communication and listening skills.</li> <li>• Can you explain how parents, peers, technology, culture, and the media influence health decisions?</li> <li>• Character traits are often evident in behaviors exhibited by individuals when interacting with others.</li> <li>• Service projects provide an opportunity to have a positive impact on the lives of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• What are healthy ways to cope with stressful situations?</li> <li>• What factors impact social and emotional health?</li> <li>• What are healthy ways to cope with stressful situations?</li> <li>• Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>• Effective decision-making skills foster healthier lifestyle choices.</li> <li>• Does a person's' character reflect the way a person thinks feels and acts?</li> <li>• Can you identify different types of disabilities and ways to demonstrate appropriate behavior when interacting with people with disabilities?</li> <li>• What are the benefits for oneself and others of participating in a class or school service activity?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Checklist</li> <li>• Writing Prompt</li> <li>• Student self-assessment</li> <li>• Student participation</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Rubric</li> <li>• Student Growth Objective</li> </ul> <b>Benchmark Assessment</b> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> </ul>

<ul style="list-style-type: none"> <li>• Question and Answer</li> </ul>	<ul style="list-style-type: none"> <li>• Notebook Check with Teacher Created Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Potential hazards in the environment and how they impact personal health and safety.</li> <li>• How factors at home, school, and in the community impact social and emotional health.</li> <li>• Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>• Character traits are often evident in behaviors exhibited by individuals when interacting with others.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</li> <li>• Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</li> <li>• Dial 911 for help.</li> <li>• Communicate how factors at home, school, and in the community impact social and emotional health.</li> </ul>

<ul style="list-style-type: none"> <li>• Service projects provide an opportunity to have a positive impact on the lives of self and others.</li> <li>• Developing an awareness of potential hazards in the environment impacts personal health and safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Express needs, wants, and feelings in health- and safety-related situations.</li> <li>• Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</li> <li>• Determine the benefits for oneself and others of participating in a class or school service activity</li> <li>• Identify community helpers who assist in maintaining a safe environment</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p><b>Influences with decision making:</b> Students will be shown different advertisements depicting decisions that lead to a healthier lifestyle. Teachers will read or explain the advertisement and have students brainstorm different ways that our parents or our community can impact the decisions we make in regards to our health. Students will then draw their own advertisement that promotes making healthier decisions. Examples could include advertisements depicting exercise, nutrition, or health care. Students may then orally explain their advertisement to the teacher and class.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku4.pdf</a></p>
<p><b>Character:</b> Teacher will review the attributes that make up the meaning of character. Terms like responsibility, caring, honesty, and truthfulness should be used. Students will be instructed to draw a picture</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku4.pdf</a></p>

of someone who they believe embodies these terms and is a person of good character. Students will then be asked to explain how this person fits the description or meaning of good character.	
<b>Trust:</b> Students will be asked to create a collage of trusted adults in the community. Examples could be police officers, firefighters, crossing guards, teachers, administrators, clergy, etc. Students will then be asked to orally describe how they might contact these trusted community members. Dialing 911 should be included as an important way to find a trusted community member.	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku4.pdf</a>
<b>Conflict:</b> Teacher will review that a conflict is when two people have a disagreement over something. Students will be asked to explain a time when they have had a disagreement with a classmate, a friend or a sibling. Students will be prompted to brainstorm how they resolved the conflict. Answers should range from sharing a toy, to giving someone a chance to use the computer, to apologizing to someone. Students will then draw a depiction or role play with a classmate a time when they have had a conflict and describe how it was resolved.	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/hku4.pdf</a>
<b>Needs, Wants, Feelings:</b> Teacher will brain storm with students to determine the type of needs, wants, and feelings people may have in health and safety related situations. Students should brain storm needs, wants and feelings such as hunger, thirst, safety, nervousness, excitement, stress. Students will then be directed to list situations when these needs, wants, or feeling might arise. Students will be given health or safety related situations and they will match it with the needs, wants, or feelings that were brainstormed.	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h1u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h1u4.pdf</a>

<p>Examples could include a thunderstorm- nervous or scared, power outage- cold, hungry etc. Teachers should be ascertaining student's knowledge by matching the situation to the appropriate needs, wants or feelings.</p>	
<p><b>Different Abilities:</b> Each student will be asked to draw a self-portrait. They will be instructed to color in their hair color, hair type, and color of their eyes. They then will be asked to write on their picture two physical activities they think they are good at doing. Examples could be the ability to ride a bike, run fast, hit a tennis ball, color, paint, draw, or ride a skateboard. After each student has completed their portrait students will exchange their paper with another student and review that student's picture and abilities. To complete the assessment students will write the name of the student they changed with and their abilities next to their own. Students should compare to secure the understanding that different people have different abilities.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h1u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h1u4.pdf</a></p>
<p><b>Differentiation:</b> The class will review as a group what the terms stranger, acquaintance and trusted adults mean. For stranger students should understand that it is someone they have never met before. An acquaintance would be someone they have met but not someone who is a friend or close to their family. A trusted adult would be people who are close to our family or a trusted community member like a police officer or firefighter. Students will then be asked to draw a picture of one of their trusted adults and write a description of why they can be trusted and are not a stranger or an acquaintance. Students will then list three safe behaviors when dealing with a stranger or an acquaintance. Students should highlight not talking</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h1u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h1u4.pdf</a></p>

or leaving with a stranger, always checking with a trusted adult before going anywhere with another adult, and safe place to go if they need help.	
<b>Literature</b>	
<ul style="list-style-type: none"> <li>Macmillan/McGraw-Hill Health &amp; Wellness, Grade 2, Teacher's Edition' by McGraw-Hill Education</li> <li><a href="#"><i>Too Shy for Show-and-Tell</i></a> by Beth Bracken</li> <li>Everyone Can Learn to Ride a Bicycle by Chris Raschka</li> <li><a href="#"><i>The Book of Mistakes</i></a> by Corinna Luyken</li> <li><a href="#"><i>Enemy Pie</i></a> by Derek Munson</li> </ul>	
<b>Websites</b>	
Kids.gov	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
PBS Kids	<a href="http://pbskids.org/games/healthy-habits/">http://pbskids.org/games/healthy-habits/</a>
Choose My Plate	<a href="https://www.choosemyplate.gov/kids">https://www.choosemyplate.gov/kids</a>
PE Central	<a href="http://www.pecentral.org/">http://www.pecentral.org/</a>
Kids Health	<a href="https://classroom.kidshealth.org/">https://classroom.kidshealth.org/</a>
Brain Pop Jr.	<a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> </ul>	

<ul style="list-style-type: none"> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> </ul>
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>• Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preteach Vocabulary</li> <li>• Graphic Organizers to Organize and Collect Important Information</li> <li>• Collaborative Grouping to Support Student Needs</li> </ul>
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preview Lesson to Help Build Student Background Knowledge</li> <li>• Collaborative Grouping to Support Student Needs</li> <li>• Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li> </ul>
<b>Special Education</b> <ul style="list-style-type: none"> <li>• Provide differentiated instruction as needed</li> <li>• Follow all IEP modifications/504 plan</li> <li>• Provide manipulatives or the opportunity to draw solution strategies</li> </ul>

# Estell Manor School District

## Health Curriculum Grade 3 & 4

### **Statement of Purpose**



The district's health curriculum empowers our elementary students to choose actions that will help develop their potential; make informed decisions; help improve the quality of their environment and enact health-enhancing behaviors. Responsible decision making skills will be taught at each grade level.

Health education classes give students the foundation they need to feel good about themselves. Students learn refusal skills or ways to say no to behaviors that are harmful for themselves, others or the environment. Our students learn that their healthful choices move them toward a higher state of personal well-being. We seek to instill a sense of personal responsibility for oneself and others.

The program will consist of Wellness, Integrated Skills, Drugs and Medicine, and Human Relationships and Sexuality. Our schools offer age-appropriate and culturally sensitive health education programs that help students develop the knowledge, attitudes, skills and behaviors to adopt, maintain, and enjoy an active lifestyle. The Health curriculum is aligned to the New Jersey Student Learning Standards.

The Elementary Health Curriculum will be taught by the classroom teacher, school nurse, guidance counselor and physical education teacher, along with suggested guest speakers and experts in the community.

Primary Interdisciplinary Connections: Math, Language Arts, Science

21<sup>st</sup> Century Themes: 9.1 21<sup>st</sup> Century Life & Career Skills. All Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.

**Estell Manor School District  
Grade 3 & 4  
Health Pacing Guide**

<b>Unit 1: Wellness</b>	One day a week Approximately 7 days
<b>Unit 2: Alcohol, Tobacco and Other Drugs</b>	One day a week Approximately 7 days days
<b>Unit 3: Family Life</b>	One day a week Approximately 7 days days
<b>Unit 4: Community Health Skills</b>	One day a week Approximately 7 days days

**All Units will address the following 21st Century Life and Careers skills:**

Check all that apply 21 <sup>st</sup> Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

<b>Unit 1: Wellness</b>	<b>Duration:</b> September - November
<b>Standards</b>	
2.1.4. A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.	
2.1.4. A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.	
2.1.4. B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.	
2.1.4. B.2 Differentiate between healthy and unhealthy eating practices.	
2.1.4. B.3 Create a healthy meal based on nutritional content, value, calories, and cost.	

2.1.4. B.4 Interpret food product labels based on nutritional content.

2.1.4. C.1 Explain how most diseases and health conditions are preventable.

2.1.4. C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

2.1.4. C.3 Explain how mental health impacts one's wellness.

2.2.4. B.4 Develop a personal health goal and track progress.

2.5.4. A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4. A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4. A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4. A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.5.4. B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4. B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.4. C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4. C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.6.4. A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4. A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4. A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4. A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

CRP3. Attend to personal health and financial well-being.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>• Personal health practices and behaviors have an impact on an individual's body systems.</li> <li>• Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the physical, social, emotional and mental dimensions of personal wellness and how do they interact?</li> <li>• What are the effects of the personal health practices and behaviors on an individual's body systems?</li> <li>• Each component of fitness contributes to personal health as well as motor skill performance?</li> <li>• What are the benefits of regular physical activity?</li> <li>• What goal can you set for yourself that can be tracked and improve upon?</li> <li>• What factors such as heredity, training, diet and technology will affect your personal fitness?</li> </ul>
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question and answer</li> <li>• Peer Assessment</li> <li>• Conference between student and teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric score</li> <li>• Physical Fitness</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> </ul>

<ul style="list-style-type: none"> <li>• Student participation</li> </ul>	<ul style="list-style-type: none"> <li>• Notebook Check with Teacher Created Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>• Personal health practices and behaviors have an impact on an individual's body systems.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Identify and explain factors (heredity, environment) that may have a positive or negative impact on personal health and fitness. (3)</li> <li>• Compare and contrast diets that contain healthy eating practices versus one that contains unhealthy eating practices. (3)</li> <li>• Identify the physical, social, emotional and intellectual</li> </ul>



	<p>benefits of participating in daily physical activity. (3)</p> <ul style="list-style-type: none"> <li>Analyze personal fitness levels to create and implement individualized wellness improvement plan. (4)</li> <li>Create a healthy meal by identifying and analyzing nutritional data. (4)</li> <li>Identify public health strategies and determine their impact on preventing diseases and health conditions. (4)</li> </ul>
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> <li><b>Create a healthy meal:</b> Students will receive a “My Plate” placemat to create a healthy meal, targeting breakfast, lunch, or dinner. Students will give a description what makes their meal “healthy”.</li> </ul>	<a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a>
<ul style="list-style-type: none"> <li><b>Physical, social, emotional health:</b> Students will identify the physical, social, emotional, and intellectual benefits that occur when participating in daily physical activity. Students will be asked to fill in the following sentences. <ul style="list-style-type: none"> <li>When I do my favorite physical activity I feel .....</li> <li>When I don’t do any physical activity I feel .....</li> <li>Doing schoolwork after playing outside or exercising helps me .....</li> </ul> </li> </ul>	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u1.pdf</a>
<ul style="list-style-type: none"> <li><b>Healthy Eating:</b> Students will compare and contrast diets that contain healthy eating practices versus ones that contain unhealthy eating practices. Students will</li> </ul>	<a href="http://www.choosemyplate.gov/">http://www.choosemyplate.gov/</a>

<p>be asked to create a day of meals. One set of meals will be healthy and the other set unhealthy. The students should include breakfast, lunch, dinner, and a snack. After both meal plans have been created students will compare and contrast the healthy meals versus the unhealthy meals.</p>	
<ul style="list-style-type: none"> <li>• <b>Strategy &amp; Prevention:</b> Assessment Activity: 1). the teacher will divide the class into 5 groups. Assign one of the following health programs to each group to research: A) School-based B) Community-based C) State D) Federal E) International 2). Research should include: A) Names of agencies and contact information (one or two) B) Services/programs they provide to the public C) What are an individual's qualifications for service? D) What type of professionals are the employees? E) Where are the facilities located? F) How they are funded? 3). Have each group discuss the impact the absence of this agency might have on the health of the general public. Share findings with the class through oral presentation. Wrap up: Have students peruse the "Kids Health.org" site to learn at least one new fact about a health service that provides education on prevention of diseases.</li> </ul>	<p><a href="http://kidshealth.org/kid/feel_better/">http://kidshealth.org/kid/feel_better/</a></p>
<p style="text-align: center;"><b>Literature</b></p>	
<p><b>School Lunch by True Kelley,</b> When the school cook takes a vacation from the hard work of preparing nutritious meals for the kids at Lincoln school, the children and the principal write to her to come back soon, for each of the substitute cooks is a disaster. Expressive, busy illustrations expand the text in this humorous look at healthy eating.</p> <p><b>Good Enough to Eat: A Kid's Guide to Food and Nutrition by Lizzy Rockwell,</b> What makes you feel hungry? This book talks about hunger and the different kinds of nutrients, vitamins and minerals</p>	

children need for good health. It includes simple explanations of how they work to build strong bodies	
<b>Websites</b>	
<ul style="list-style-type: none"> <li>Lesson Plan Ideas</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.PECentral.org">www.PECentral.org</a></li> <li><a href="http://www.PEUniverse.com">www.PEUniverse.com</a></li> <li><a href="http://www.supportrealteachers.org">www.supportrealteachers.org</a></li> </ul>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>Simplify content</li> <li>Google Translator</li> <li>Multi - language word wall</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>Pre-teach Vocabulary</li> <li>Graphic Organizers to Organize and Collect Important Information</li> <li>Collaborative Grouping to Support Student Needs</li> <li>Provide Student with Verbal and Visual Prompts and Directions</li> </ul>	
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>Preview Lesson to Help Build Student Background Knowledge</li> <li>Collaborative Grouping to Support Student Needs</li> </ul>	

- |  |
|--|
| <ul style="list-style-type: none"><li>● Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li><li>● Provide Additional Time to Complete Assignments and Projects</li></ul>                               |
| <b>Special Education</b> <ul style="list-style-type: none"><li>● Provide differentiated instruction as needed</li><li>● Follow all IEP modifications/504 plan</li><li>● Provide manipulatives or the opportunity to draw solution strategies</li></ul> |

<b>Unit 2: Alcohol, Tobacco, and other Drugs</b>	<b>Duration:</b> December – January
<b>Standards</b>	
<p>2.2.4. B.1 Use the decision-making process when addressing health-related issues.</p> <p>2.2.4. B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others.</p> <p>2.2.4. B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p> <p>2.3.4. A.1 Distinguish between over-the-counter and prescription medicines.</p> <p>2.3.4. A.2 Determine possible side effects of common types of medicines.</p> <p>2.3.4. B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</p> <p>2.3.4. B.2 Compare the short- and long-term physical effects of all types of tobacco use.</p> <p>2.3.4. B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p> <p>2.3.4. B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</p> <p>2.3.4. B.5 Identify the short- and long- term physical effects of inhaling certain substances.</p> <p>2.3.4. C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.4. C.2 Differentiate between drug use, abuse, and misuse.</p> <p>2.3.4. C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse</p>	

partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

CRP3. Attend to personal health and financial well-being.

### **Essential Understandings**

*Students will understand that...*

- Many health-related situations require the application of a thoughtful decision-making process.
- There are differences between over-the-counter and prescription medicines.
- The possible side effects of common types of medicines.
- It is illegal to use or possess certain drugs/substances and the possible consequences.

### **Essential Questions**

- How do various outside influences affect thoughts, feelings, health decisions and behaviors?
- How can you distinguish between over-the-counter and prescription medicines?
- What are the possible side effects of common types of medicines?
- Why is it illegal to use or possess certain drugs/substances and what are the possible

<ul style="list-style-type: none"> <li>• There are short- and long-term physical effects of all types of tobacco use</li> <li>• That there are specific environments where secondhand/passive smoke may impact the wellness of nonsmokers.</li> <li>• There are signs that a person might show if they have alcohol, tobacco, and/or drug use problem.</li> <li>• There are differences between drug use, abuse, and misuse.</li> <li>• Advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</li> </ul>	<p>consequences?</p> <ul style="list-style-type: none"> <li>• What are the short- and long-term physical effects of all types of tobacco use?</li> <li>• What are the specific environments where second-hand/passive smoke may impact the wellness of nonsmokers?</li> <li>• What signs might a person have if they have alcohol, tobacco, and/or drug use problem?</li> <li>• How can you differentiate between drug use, abuse, and misuse?</li> <li>• How can advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question and answer</li> <li>• Peer Assessment</li> <li>• Conference between student and teacher</li> <li>• Student participation</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric score</li> <li>• Student Growth Objective</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul> <p><b>Alternative Assessments</b></p>

	<ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The difference between positive and negative decisions.</li> <li>• Warning signs of persons abusing alcohol, tobacco, or other drugs.</li> <li>• The consequences of abuse of alcohol, tobacco, and other drugs with one's health.</li> <li>• How to read/ understand labels on medicine bottles.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Identify decision making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs. 3</li> <li>• Interpret a medicine label and identify pertinent information provided for responsible use. 3</li> <li>• Identify the laws associated with the illegal use of alcohol, tobacco, and other drugs. 3</li> <li>• Identify the warning signs or symptoms that a person might exhibit if they are abusing alcohol, tobacco, or other drugs. 3</li> <li>• Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others. 4</li> <li>• Identify the possible side effects that medicines may</li> </ul>



	<p>cause even when used appropriately. 4</p> <ul style="list-style-type: none"> <li>• Discuss the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one's health. 4</li> <li>• Describe situations or environments where second hand smoke could impact the health of nonsmokers.</li> </ul>
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> <li>• <b>Everyday Decisions:</b> Student will identify decision-making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs. Students in groups of four will be asked to brainstorm decisions that they need to make every day. They will write these decisions down on a piece of poster board. Next to the decision they will write down what they think about before making these decisions. The teacher will then give them one or two scenarios involving alcohol, tobacco, or drugs. Students will use these scenarios to complete their poster board. Next to the scenarios they will write down what things they should be thinking about when making decisions involving alcohol, tobacco, or other drugs. Students should relate that they should use the same thought process when making any decision.</li> </ul>	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u2.pdf</a>
<ul style="list-style-type: none"> <li>• <b>WARNING:</b> Students will identify the warning signs or symptoms that people might exhibit if they are</li> </ul>	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/">http://www.state.nj.us/education/modelcurriculum/assessment/</a>

<p>abusing alcohol, tobacco, or other drugs. Students will be given a scenario regarding an adult who is abusing alcohol. Embedded in the scenario would be age- appropriate signs and symptoms of abuse. Signs and symptoms like loss of appetite, weight loss, irritable, headaches, not being responsible, fatigue, etc. At the completion of the scenario all students will be asked the following:</p> <ol style="list-style-type: none"> <li>1. Identify 3 physical signs or symptoms that an adult might be abusing alcohol.</li> <li>2. Identify 2 nonphysical signs or symptoms that an adult may be abusing alcohol.</li> </ol>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u2.pdf">pw/peh/h3u2.pdf</a></p>
<ul style="list-style-type: none"> <li>• <b>I Spy:</b> Students will identify and interpret a medicine label for the pertinent information that is provided for responsible use. Assessment Activity: Students will be provided with a medicine label. The labels may be from over the counter medicines. Students will then be asked to complete the following questions: <ol style="list-style-type: none"> <li>1. What are the directions for the medicine's use?</li> <li>2. What is the expiration date of the medicine?</li> <li>3. Identify any people who should not use the medicine.</li> <li>4. What is the intended use of the medicine?</li> <li>5. What warnings regarding the use of the medicine are listed?</li> </ol> </li> </ul>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u2.pdf</a></p>
<ul style="list-style-type: none"> <li>• <b>You Be the Judge:</b> Students will identify the laws associated with the illegal use of alcohol, tobacco, and other drugs. Students will pick a law commonly associated with alcohol, tobacco, or other drugs. For example the legal age to drink alcohol or smoke tobacco or the illegalities of drinking and driving. Students will be asked to draw a representation of this law. The students will also be asked to write a sentence or two describing their picture and the law.</li> </ul>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u2.pdf</a></p>

<b>Literature</b>	
<ul style="list-style-type: none"> <li>• <b>What You Need to Know About Drugs</b></li> <li>• <b>Dealing With Peer Pressure Kids</b></li> <li>• <b>School Counselors Kids</b></li> </ul>	<p>KidsHealth.org/en/kids/know-drugs.html</p> <p>Health.org/en/kids/peer-pressure.html</p> <p>Health.org/en/kids/school-counselors.html</p>
<b>Websites</b>	
<ul style="list-style-type: none"> <li>• Lesson Plan Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.PECentral.org">www.PECentral.org</a></li> <li>• <a href="http://www.PEUniverse.com">www.PEUniverse.com</a></li> <li>• <a href="http://www.supportrealteachers.org">www.supportrealteachers.org</a></li> </ul>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>• Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Pre-teach Vocabulary</li> <li>• Graphic Organizers to Organize and Collect Important Information</li> </ul>	

- |   |
|---|
| <ul style="list-style-type: none"><li>• Collaborative Grouping to Support Student Needs</li><li>• Provide Student with Verbal and Visual Prompts and Directions</li></ul>   |
| <b>Economically Disadvantaged</b> <ul style="list-style-type: none"><li>• Keep in mind learner's multi-sensory, visual, and auditory style</li><li>• Preview Lesson to Help Build Student Background Knowledge</li><li>• Collaborative Grouping to Support Student Needs</li><li>• Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li><li>• Provide Additional Time to Complete Assignments and Projects</li></ul> |
| <b>Special Education</b> <ul style="list-style-type: none"><li>• Provide differentiated instruction as needed</li><li>• Follow all IEP modifications/504 plan</li><li>• Provide manipulatives or the opportunity to draw solution strategies</li></ul>  |

<b>Unit 3: Family Life</b>	<b>Duration:</b> February - April
<b>Standards</b>	
<p>2.4.4. A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>2.4.4. A.2 Explain why healthy relationships are fostered in some families and not in others.</p> <p>2.4.4. B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p> <p>2.4.4. C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p> <p>2.4.4. C.2 Relate the health of the birth mother to the development of a healthy fetus.</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

CRP3. Attend to personal health and financial well-being.

### **Essential Understandings**

- Families typically share common values; provide love and emotional support, and set boundaries and limits.
- Healthy relationships are fostered in some families and not in others.
- That there are different physical, social, and emotional changes that occur at puberty and will be able to explain why puberty begins and ends at different ages.
- There are physical, social, and emotional changes that occur at puberty.
- Why puberty begins and ends at different ages.

### **Essential Questions**

- How do families typically share common values; provide love and emotional support, and set boundaries and limits?
- How are healthy relationships fostered in some families and not in others?
- How do you differentiate the physical, social, and emotional changes occurring at puberty?
- Why puberty does begins and ends at different ages?
- How can you differentiate the physical, social, and emotional changes occurring at puberty?
- Why does puberty begin and end at different ages?

### **Evidence of Student Learning**

### **Assessments**

#### **Formative Assessments**

- Teacher Observation
- Teacher Checklist
- Verbal question and answer
- Peer Assessment

#### **Summative Assessments**

- Rubric score
- Student Growth Objective

<ul style="list-style-type: none"> <li>• Conference between student and teacher</li> <li>• Student participation</li> </ul>	<p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The qualities that form healthy family relationships.</li> <li>• Why qualities of a family may influence family members.</li> <li>• How to identify characteristics of adolescent development.</li> <li>• Why individuals going through puberty at a</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Describe the qualities (common values, love, and emotional support) that form healthy family relationships. (3)</li> <li>• Identify the characteristics and traits (physical, social, emotional) of adolescent development. (3)</li> <li>• Identify how the health of the mother directly affects the health of the fetus. (3)</li> <li>• Describe the fundamental stages of fetal development</li> </ul>

different time.	<p>during pregnancy. (4)</p> <ul style="list-style-type: none"> <li>• Explain why puberty begins and ends at different times for each individual person. (4)</li> <li>• Explain how qualities of a family (common values, love, emotional support) are fostered and may influence family members. (4)</li> </ul>
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> <li>• <b>FAMILY life:</b> Students will display the ability to explain how the qualities of a family (common values, love, emotional support) are fostered and may influence family members.</li> </ul> <p>1). After a review of family dynamics, have students work individually on a short list of what “structure or guidelines” his/her family has in place (i.e. behavior, discipline, chores/responsibilities around the home, “family time”, making group decisions, etc.).</p> <p>2). Ask students to choose ONE from their list and write about it as if they were telling a story about their family. The story must include: A) Characters B) Setting C) Plot D) Conflict E) Resolution (include how this affected others in the story)</p> <p>3). After the class has completed the activity ask for volunteers to share their stories.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h4u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h4u3.pdf</a></p>
<ul style="list-style-type: none"> <li>• <b>Growing Up:</b> Students will identify the</li> </ul>	<p><a href="http://childparenting.about.com/od/physicalemotionalgrowth/a/9-">http://childparenting.about.com/od/physicalemotionalgrowth/a/9-</a></p>



<p>characteristics and traits (physical, social, emotional) of adolescent development.</p> <p>A) Teacher may use 2 hetero/homogeneous grouping within the class.</p> <p>B) Review characteristics of adolescent development: * physical: growth spurt, skeletal changes, gender differences * social: friendships/social interactions, gender differences in socialization patterns, allegiance to parents/teachers shifting to peers, handling social tasks without adult supervision * cognitive/social: higher level of reasoning, moral &amp; ethical choices are possible and often guide behavior, language and verbalization skills increase = improved communication in school and home situations, sensitive to your emotions, self-conscious.</p> <p>C) Have each group trace one member's "body" on large mural paper, cut out and tape to wall/board. One labeled "female" and the other labeled "male. Distribute class developed sentence strips and have members of the groups discuss what changes they have learned will take place physically, socially, and emotionally as they approach adolescence .</p> <p>D) Allow groups the time to secure the strips around the "body" that represents their group...male or female.</p>	<p><a href="http://www.drugs.com/cg/normal-growth-and-development-of-adolescents.html">Year-Old-Child-PhysicalDevelopment.htm</a></p> <p><a href="http://www.drugs.com/cg/normal-growth-and-development-of-adolescents.html">http://www.drugs.com/cg/normal-growth-and-development-of-adolescents.html</a></p>
<ul style="list-style-type: none"> <li>• <b>Healthy Baby:</b> Students will identify how the health of a mother directly affects the health of a fetus.</li> </ul> <p>A) Review behaviors/factors that affect a person's health (risk factors, environment, heredity). How do healthy and unhealthy behaviors affect one's health? Have class compile a list writing each behavior/factor on a card.</p> <p>B) Teacher posts an enlarged illustration (see below) of a fetus in the womb on board. Review how a fetus grows and is nourished by the mother via the umbilical cord.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u3.pdf</a></p>

<p>C) Have students arrange “behavior/factor” cards around the illustration. Pose this question to the group: which of these do you think affect the health of the mother? Which of these do you think will ultimately affect the healthy development of the fetus? Risk factors that affect a fetus: * smoking * alcohol * caffeine * drugs/herbal remedies * nutrition * exercise * prenatal care * exposure to chemicals * stress/depression *</p>	
<ul style="list-style-type: none"> <li>• <b>Sometimes Sad, Sometimes Mad:</b> Students will be able to discuss ways to deal with family changes (divorce, death, new baby, etc.) Describe and role-play ways to express anger, frustration, sadness, and other strong emotions in a positive, safe manner. Identify stressors and describe how to manage or reduce them.</li> </ul>	<p>WOW! Health Education Teacher’s Guide : Blue Level</p>
<p style="text-align: center;"><b>Literature</b></p>	
<p><b>I Said No! A Kid-to-kid Guide to Keeping Private Parts Private Perfect by Kimberly King</b>  Helping kids set healthy boundaries for their private parts can be a daunting and awkward task for parents, counselors and educators. Written from a kid s point of view, I Said No! makes this task a lot easier.  To help Zack cope with a real-life experience he had with a friend, he and his mom wrote a book to help prepare other kids to deal with a range of problematic situations. I Said No! uses kid-friendly language and illustrations to help parents and concerned adults give kids guidance they can understand, practice and use. Using a simple, direct, decidedly non-icky approach that doesn't dumb down the issues involved, as well as an easy-to-use system to help kids rehearse and remember appropriate responses to help keep them safe, I Said No! covers a variety of topics, including: What s appropriate and with whom. How to deal with inappropriate behavior, bribes and threats.</p> <p>When and where to go for help, and what to do if the people you returning to for help don’t listen. Dealing with feelings of guilt and shame.</p> <p><b>WOW! Health Education Teacher’s Guide-Blue Level by Bonnie K. Nygard, Tammy L. Green, Susan C. Koonce</b>  The World of Wellness Health Education series enables you to teach your students the importance of leading an active and</p>	

healthy life through **conceptually grounded, context-based lessons**. What's even more exciting is that while your students are learning, they'll become acquainted with a very special group of friends who will take them on a wellness journey throughout the school year.

#### **Websites**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Lesson Plan Ideas</li> </ul> | <ul style="list-style-type: none"> <li><a href="http://www.PECentral.org">www.PECentral.org</a></li> <li><a href="http://www.PEUniverse.com">www.PEUniverse.com</a></li> <li><a href="http://www.supportrealteachers.org">www.supportrealteachers.org</a></li> </ul> |
|---|--|

#### **Accommodations & Modifications**

##### **English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

##### **Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

##### **Basic Skills**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre-teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs
- Provide Student with Verbal and Visual Prompts and Directions

##### **Economically Disadvantaged**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs

- |  |
|--|
| <ul style="list-style-type: none"><li>● Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li><li>● Provide Additional Time to Complete Assignments and Projects</li></ul>                               |
| <b>Special Education</b> <ul style="list-style-type: none"><li>● Provide differentiated instruction as needed</li><li>● Follow all IEP modifications/504 plan</li><li>● Provide manipulatives or the opportunity to draw solution strategies</li></ul> |

<b>Unit 4 : Community Health Skills</b>	<b>Duration:</b> May - June
<b>Standards</b>	
2.1.4. D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	
2.1.4. D.2 Summarize the various forms of abuse and ways to get help.	
2.1.4. D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.	
2.1.4. D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.	
2.1.4. E.1 Compare and contrast how individuals and families attempt to address basic human needs.	
2.1.4. E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.	
2.1.4. E.3 Determine ways to cope with rejection, loss, and separation.	
2.1.4. E.4 Summarize the causes of stress and explain ways to deal with stressful situations.	
2.2.4. A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.	
2.2.4. A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	
2.2.4. B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.	
2.2.4. C.1 Determine how an individual's character develops over time and impacts personal health.	
2.2.4. C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are	

important in the local and world community.

2.2.4. C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

2.2.4. D.1 Explain the impact of participation in different kinds of service projects on community wellness.

2.2.4. E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

2.2.4. E.2 Explain when and how to seek help when experiencing a health problem.

SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.3.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.3.1.B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

CRP3. Attend to personal health and financial well-being.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</li> </ul>	<ul style="list-style-type: none"> <li>How health services and resources provided in the school and community can assist in addressing health needs and emergencies?</li> <li>Can you suggest resources a person can use when they are experiencing a health problem?</li> </ul>
<ul style="list-style-type: none"> <li>Service projects provide an opportunity to have a positive impact on the lives of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain the impact of participation in different kinds of service projects on community wellness?</li> </ul>
<ul style="list-style-type: none"> <li>Personal core ethical values impact the behavior of oneself and others.</li> <li>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how an individual's character develops over time and impacts personal health?</li> <li>Can you list the character traits?</li> </ul>
<ul style="list-style-type: none"> <li>Many health-related situations require the application of a thoughtful decision-making process.</li> </ul>	<ul style="list-style-type: none"> <li>How do various outside influences affect thoughts, feelings, health decisions and behaviors?</li> </ul>
<ul style="list-style-type: none"> <li>Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>Effective communication is the basis for strengthening interpersonal interactions and</li> </ul>	<ul style="list-style-type: none"> <li>Can you describe and demonstrate the effective use of communication skills, including refusal, negotiation and assertiveness?</li> <li>How can you resolve disagreements peacefully?</li> </ul>

relationships and resolving conflicts.	
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question and answer</li> <li>• Peer Assessment</li> <li>• Conference between student and teacher</li> <li>• Student participation</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric score</li> <li>• Student Growth Objective</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>



<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems</li> <li>• Service projects provide an opportunity to have a positive impact on the lives of self and others.</li> <li>• Personal core ethical values impact the behavior of oneself and others.</li> <li>• Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</li> <li>• Many health-related situations require the application of a thoughtful decision-making process.</li> <li>• Effective communication may be a determining factor in the outcome of health and safety-related situations.</li> <li>• Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Identify criteria on which you should analyze situations to determine when a health -related decision should be made independently or with the help of others. (3)</li> <li>• Identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. (3)</li> <li>• Determine how an individual's character develops over time and impacts personal health (physical, mental, emotional, social). (3)</li> <li>• Identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs. (3)</li> <li>• Demonstrate effective decision- making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment. (4)</li> <li>• Demonstrate effective interpersonal communications skills in response to disagreements or conflicts with others. (4)</li> <li>• Explain personal character traits that promote wellness and their importance in the local and world</li> </ul>

	<p>community. (4)</p> <ul style="list-style-type: none"> <li>Identify the impact that participating in different types of service projects may have on community wellness (environmental, social). (4)</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li><b>Check it off:</b> Students will identify criteria by which they should analyze situations to determine when a health related decision should be made independently or with the help of others.</li> </ul> <p>Students will be asked to create their own checklist that could be used to analyze health related decisions either independently or with others. Students will need to describe different situations and how the criteria would assist them in making health- related decisions. These situations may range from a skinned knee from falling off their bicycle to assisting a friend who has hit their head and could possibly be unconscious. Students should demonstrate an understanding of proper decision making through their checklist.</p>	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u4.pdf</a>
<p><b>Safety First:</b> Students will identify effective interpersonal communication skills (verbal/nonverbal) in health and safety related situations.</p> <p>Students will be given three health and safety scenarios from the teacher.</p>	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h3u4.pdf</a>

<p>The first would deal with finding a fire in their home.  The second would deal with being caught in a rip current while swimming in the ocean while lifeguards are on duty.  The third would be how they would communicate they were choking while eating dinner in a restaurant. After the three scenarios are presented to the class they would be asked to answer the following reflection questions:</p> <ol style="list-style-type: none"> <li>1. Explain how you would communicate to others that there was a fire in your house. What would be the first thing you would do?</li> <li>2. How would you alert a lifeguard that you were caught in a rip current or struggling to get back to the beach?</li> <li>3. Identify different ways you could alert someone that you were choking while eating dinner.</li> </ol>	
<p><b>Communicate!</b> : Students will demonstrate effective interpersonal communication skills in response to disagreements or conflicts with others.</p> <ol style="list-style-type: none"> <li>1). Using paper/pencil to create a list, have small groups brainstorm situations that could make them angry.</li> <li>2). Think about what your responses HAVE been in these type situations.</li> <li>3). Individuals will now choose a situation from the list and using the skills of conflict resolution write about the alternative ways to deal with anger in a healthier way.</li> </ol>	<p><a href="http://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf">http://classroom.kidshealth.org/3to5/personal/growing/conflict_resolution.pdf</a></p> <p><a href="http://www.helpguide.org/mental/eq8_conflict_resolution.htm">http://www.helpguide.org/mental/eq8_conflict_resolution.htm</a></p>
<p><b>All For One, One For All:</b> Students will display the ability to identify the impact that participating in different types of service projects may have on community wellness (environmental, social).</p> <ol style="list-style-type: none"> <li>1). Have the class construct a list on the board of what existing issues might be addressed within OUR community that would benefit its “wellness”.</li> <li>2). Have students work in small groups (3-4). Have them develop a project to address one of the issues on the list</li> </ol>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h4u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h4u4.pdf</a></p> <p><a href="https://students.ucsd.edu/student-life/involvement/community/reasons.html">https://students.ucsd.edu/student-life/involvement/community/reasons.html</a></p>

<p>that our community faces. Name the project so that it attracts volunteers or name a specific group that might be able to participate, if any materials/resources are needed, a time frame for completion, and what overall impact this project will have on our community wellness.</p> <p>WRAP UP: Discuss the value of each project on community wellness. Have the class decide which ones may be written and submitted to the school administrator for possible consideration as service learning projects for local high school students.</p>	
<b>Literature</b>	
<p><b>What If a Stranger Approaches You? By Anara Guard</b> A stranger asks you if you want a ride. What should you do? Learning to recognize dangerous situations with strangers can be confusing, but you can be prepared. The scenarios and tips in this book will help you make the right choices about strangers</p>	
<p><b>Relax &amp; Unwind:</b> KidsHealth.org/en/kids/center/relax-center.html</p>	
<p><b>The Story on Stress:</b> KidsHealth.org/en/kids/stress.html</p>	
<p><b>Five Steps for Fighting Stress:</b> KidsHealth.org/en/kids/5-steps.html</p>	
<b>Websites</b>	
<ul style="list-style-type: none"> <li>• Lesson Plan Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.PECentral.org">www.PECentral.org</a></li> <li>• <a href="http://www.PEUniverse.com">www.PEUniverse.com</a></li> <li>• <a href="http://www.supportrealteachers.org">www.supportrealteachers.org</a></li> </ul>
<b>Accommodations &amp; Modifications</b>	
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> </ul>	

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**Basic Skills**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre-teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs
- Provide Student with Verbal and Visual Prompts and Directions

**Economically Disadvantaged**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations
- Provide Additional Time to Complete Assignments and Projects

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

# Estell Manor School District

## Health Curriculum Grade 5 & 6

## Statement of Purpose

The district's health curriculum empowers our elementary students to choose actions that will help develop their potential; make informed decisions; help improve the quality of their environment and enact health-enhancing behaviors. Responsible decision making skills will be taught at each grade level.

Health education classes give students the foundation they need to feel good about themselves. Students learn refusal skills or ways to say no to behaviors that are harmful for themselves, others or the environment. Our students learn that their healthful choices move them toward a higher state of personal well-being. We seek to instill a sense of personal responsibility for oneself and others.

The program will consist of Wellness, Integrated Skills, Drugs and Medicine, and Human Relationships and Sexuality. Our schools offer age-appropriate and culturally sensitive health education programs that help students develop the knowledge, attitudes, skills and behaviors to adopt, maintain, and enjoy an active lifestyle.

The Elementary Health Curriculum is aligned to the New Jersey Student Learning Standards and will be taught by the classroom teacher, school nurse, guidance counselor and physical education teacher, along with suggested guest speakers and experts in the community.

Primary Interdisciplinary Connections: Math, Language Arts, Science

21<sup>st</sup> Century Themes: 9.1 21<sup>st</sup> Century Life & Career Skills. All Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.

## Health Pacing Guide

--	--

<b>Unit 1: Wellness</b>	One day a week Approximately 7 days
<b>Unit 2: Alcohol, Tobacco and Other Drugs</b>	One day a week Approximately 7 days days
<b>Unit 3: Family Life</b>	One day a week Approximately 7 days days
<b>Unit 4: Community Health Skills</b>	One day a week Approximately 7 days days

**All Units will address the following 21st Century Life and Careers skills:**



Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>			CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness			CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration			CRP11. Use technology to enhance productivity.
	Career Preparation		√	CRP12. Work productively in teams while using cultural global competence.

<b>Unit 1 - Wellness</b>	<b>Duration:</b> September - November
<b>Standards</b>	
2.1.6. A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.  2.1.6. A.2 Relate how personal lifestyles habits, environment, and heredity influence growth and development in each life stage.  2.1.6. A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.  2.1.6. B.1 Determine factors that influence food choices and eating patterns.	

- 2.1.6. B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6. B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6. B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.
- 2.1.6. C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- 2.1.6. C.2 Determine the impact of public health strategies in preventing diseases and health conditions.
- 2.2.6. B.1 Use effective decision-making strategies.
- 2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6. B.4 Apply personal health data and information to support achievement of personal health goals during different life stages.
- 2.5.6.A. 1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.6. A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationship in interactive dynamic environments.
- 2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- 2.5.6. A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6. B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.

2.5.6.B.2 Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.

2.5.6. C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6. C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.5.6. C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures.

2.6.6. A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6. A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

2.6.6. A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6. A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

<p>SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.8.A.1. Demonstrate knowledge of a real world problem using digital tools.</p> <p>CRP3. Attend to personal health and financial well-being.</p>	
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Physical, social and mental dimensions of personal wellness interact with each other.</li> <li>Remember a balanced healthy lifestyle is the key to good total health.</li> </ul>	<ul style="list-style-type: none"> <li>How do physical, social and mental dimensions of personal wellness interact?</li> <li>How do you balance your physical, mental/emotional, and social health through wellness, nutrition, and fitness?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Checklist</li> <li>Verbal question and answer</li> <li>Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Rubric score</li> <li>Student Growth Objective</li> <li>Verbal question and answer</li> </ul>

<ul style="list-style-type: none"> <li>• Conference between student and teacher</li> </ul>	<p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How health data can be used to assess and improve each dimension of personal wellness.</li> <li>• How personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them. (5)</li> <li>• Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness. (5)</li> </ul>

<ul style="list-style-type: none"> <li>How to determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals. (5)</li> <li>Identify the personal, social, and environmental factors that impact fitness and personal health. (6)</li> <li>Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training. (6)</li> <li>Using an assessment of one's personal fitness level, develop a physical activity program. (6)</li> <li>Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness. (6)</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p><b>Food Label Project:</b> The student will research food labels, the content, daily values, and nutritional values. The student is to develop a food label for a new product. The label must include nutritional value as well as a product logo. The nutritional value should include calories, fat content and percentages, carbohydrates, and proteins.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/pw/h6u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/pw/h6u1.pdf</a></p>

<p><b>Collaborative Group Cultural Project:</b> Students will work collaboratively to research both nutritional and health care needs, as well as different health issues that are related to their heritage and genetic makeup (i.e. sickle cell anemia, cystic fibrosis, Tay Sachs). Students will create a presentation that will describe the health issue, causes, cultural history, treatments etc. Students should pay special attention to presenting the information regarding heritage/culture and genetic make-up in a sensitive and respectful manner.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u1.pdf</a></p>
<p><b>Disease Identification:</b> Students will be placed in small groups and asked to research a specific disease or condition that affects adolescents. Diseases such as diabetes, cancer, asthma, anxiety, etc. would be appropriate to research. Students will use a piece of poster board to identify their specific disease as well as research based strategies that may be used to prevent, detect, and treat them. Each group of students will report their finding to the class.</p>	<p><a href="http://kidshealth.org/kid/index.jsp?tracking=K_Home">http://kidshealth.org/kid/index.jsp?tracking=K_Home</a></p>
<p><b>Healthy Recordings:</b> Students will be asked to keep a weekly log of both their nutritional intake as well as their physical activity. Students should log their daily intake at breakfast, lunch, dinner, and any other snacks they consume during the week. Students will also be asked to log their physical activity for the week. Students should log the type of activity, the frequency they did it, as well as for how long they participated in the activity. At the end of the week students will analyze their logs and set appropriate and achievable goals to improve these health and wellness practices. The goals should be monitored to evaluate if there is progress being made.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u1.pdf</a></p>
<p><b>Literature</b></p>	



<ul style="list-style-type: none"> <li>• <i>Make Good Choices: Your Guide to Making Healthy Decisions</i> by Heather E. Schwartz</li> <li>• American Medical Association Girl's Guide to Becoming a Teen, by Kate Gruenwald Pfeiffer</li> <li>• American Medical Association Boy's Guide to Becoming a Teen, by Kate Gruenwald Pfeiffer</li> <li>• Straight Talk The Truth About Food by Stephanie Parls</li> <li>• What the Worlds East Hardcover by Faith D'Aluisio</li> </ul>	
<b>Websites</b>	
Lesson Plan	<a href="http://www.pecentral.org">www.pecentral.org</a>
Kids.gov	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
PBS Kids	<a href="http://pbskids.org/games/healthy-habits/">http://pbskids.org/games/healthy-habits/</a>
Choose My Plate	<a href="https://www.choosemyplate.gov/kids">https://www.choosemyplate.gov/kids</a>
Kids Health	<a href="https://classroom.kidshealth.org/">https://classroom.kidshealth.org/</a>
Brain Pop Jr.	<a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a>
Centers for Disease Control	<a href="https://www.cdc.gov/family/kidsites/index.htm">https://www.cdc.gov/family/kidsites/index.htm</a>
American Heart Association	<a href="http://www.heart.org/HEARTORG/HealthyLiving/HealthyKids/Healthy-Kids">http://www.heart.org/HEARTORG/HealthyLiving/HealthyKids/Healthy-Kids</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> </ul>	

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**Basic Skills**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre-teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs
- Provide Student with Verbal and Visual Prompts and Directions
- Use of concrete examples before beginning activity
- Assign student a peer tutor/partner learner when necessary

**Economically Disadvantaged**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations
- Provide Additional Time to Complete Assignments and Projects

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

<b>Unit 2 - Alcohol, Tobacco, and other Drugs</b>	<b>Duration:</b> December - January
<b>Standards</b>	
<p>2.2.6. B.1 Use effective decision-making strategies.</p> <p>2.2.6. B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>2.3.6. A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.</p> <p>2.3.6. A.2 Compare information found on over-the-counter and prescription medicines.</p> <p>2.3.6. B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.</p> <p>2.3.6. B.2 Relate tobacco use and the incidence of disease.</p> <p>2.3.6. B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</p> <p>2.3.6. B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.</p> <p>2.3.6. B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>2.3.6. B.6 Summarize the signs and symptoms of inhalant abuse.</p> <p>2.3.6. B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p> <p>2.3.6. C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p> <p>2.3.6. C.2 Explain how wellness is affected during the stages of drug dependency/addiction.</p>	

2.3.6. C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

2.3.6. C.4 Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug free.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.8.A.1. Demonstrate knowledge of a real world problem using digital tools.

CRP3. Attend to personal health and financial well-being.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• That healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively.</li> <li>• What factors that influence food choices and eating patterns.</li> <li>• The benefits and risks associated with nutritional choices are based on eating patterns.</li> <li>• A daily balanced nutritional meal plan based on nutritional content, value, calories, and cost can be created.</li> </ul>	<ul style="list-style-type: none"> <li>• How does healthy eating provide energy, helps maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively</li> <li>• What factors influence food choices and eating patterns?</li> <li>• What are the benefits and risks associated with nutritional choices, based on eating patterns?</li> <li>• How would you create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost?</li> </ul>
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question and answer</li> <li>• Peer Assessment</li> <li>• Conference between student and teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Rubric score</li> <li>• Student Growth Objective</li> <li>• Verbal question and answer</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul>

	<p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How do how most diseases and health conditions are preventable?</li> <li>• What are the means of detecting and treating diseases and health conditions that are prevalent in adolescents?</li> <li>• What impact does public health strategies have in preventing diseases and health conditions?</li> <li>• How can you compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias?</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Determine effective decision making strategies that would assist in choices involving alcohol, tobacco, and other drugs. (5)</li> <li>• Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication.(5)</li> <li>• Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not. (5)</li> <li>• Determine how laws/policies can have an effect on the health of both smokers and nonsmokers. (5)</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e. lay-up, aerobic routine, dance) (6)</li> <li>• Compare and contrast how various movements skills are affected by a change in force and motion. (i.e. weight transfer, power, speed, and agility). (6)</li> <li>• Identify mechanically correct movement skills and provide specific and appropriate feedback to correct errors in execution. (6)</li> </ul>
Instructional Plan	
Suggested Activities	Resources
<p><b>Assessment Activity: The importance of refusal skills and recognition of risky behaviors</b></p> <ol style="list-style-type: none"> <li>1. Place the six categories of risk behaviors identified by CDC on large raindrops.</li> <li>2. Place the six criteria for the Responsible Decision Making Model on large construction strips.</li> <li>3. Have two students in front of the class who state that they preparing for the storms of life and its decisions. Give one an umbrella and label him/her as ready for the storms of life. Place the decision making model on the umbrella, describing the process and the importance of good decision making.</li> </ol>	<p><a href="http://www.cdc.gov/healthyyouth/yrbs/brief.htm">http://www.cdc.gov/healthyyouth/yrbs/brief.htm</a></p> <p><b>Health &amp; Wellness</b></p>

4. Using index cards with scenarios have students discuss how the umbrella can help the students make better decisions. Research the relationship between injected drug use and disease such as HIV/AIDS and hepatitis 11 Displays little or no understanding of the relationship between injected drug use and disease such as HIV/AIDS and hepatitis Researches and demonstrates understanding through researching the relationship between injected drug use and disease such as HIV/AIDS and hepatitis Researches and demonstrates understanding of researching the relationship between injected drug use and disease such as HIV/AIDS and hepatitis and the health issues they cause 5. Have each student role play Resistance Skills that would allow the student without the umbrella to begin changing decisions (strategies to use, long term effects & consequences) and protect themselves from the raindrops.

- Assessment Activity: Alcoholism/addiction definition and stages the student is to develop a pamphlet for alcoholism/addiction stages and definitions. The pamphlet should include a definition of the disorder, signs and symptoms, stages, treatment, and three tips for maintaining one's wellness. This will allow students to research and develop a base of knowledge to understand addiction and alcoholism.



<p><b>PSA:</b> Students will complete a public service announcement (PSA) concerning how laws/policies about smoking can have an effect on the health of both smokers and nonsmokers. Each student will develop a poster containing a law or policy that governs smoking in the state of New Jersey as well as the effects that these laws may have on the health of both the smoker and the nonsmoker. (I.e. municipal laws regarding smoking on public beaches). Include at least two reasons to educate the public of why the policy or law may have an effect on the health of the smoker and the nonsmoker.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf</a></p>
<p><b>Signs &amp; Symptoms:</b> Students will summarize the signs and symptoms of a person who is abusing alcohol, tobacco, and other drugs and determine how they affect both short and long- term wellness. Each student is to develop a pamphlet that summarizes the signs and symptoms regarding the abuse of alcohol, tobacco, or other drugs. The pamphlet should include the signs and symptoms of abuse, and how they affect both the short and long term wellness of someone who is abusing them. This will allow students to research and develop a base of knowledge to understand the signs and symptoms of abuse as well as how it affects a person's wellness.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf</a></p>
<p><b>Debate:</b> Have students form groups. Have groups research and develop arguments for each side of the following question. Should people addicted to drugs</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf</a></p>

have access to clean needles? (Clinic, pharmacy, with or without prescription) The groups must be prepared to give research- based data to defend their position. The data should include, but is not limited to, statistics, definitions of diseases, treatment, programs that have been implemented (successful or not)	<a href="http://www.cdc.gov/injectionsafety/">http://www.cdc.gov/injectionsafety/</a>
<b>Alcoholism/addiction definition and stages:</b> The student is to develop a pamphlet for alcoholism/addiction stages and definitions. The pamphlet should include a definition of the disorder, signs and symptoms, stages, treatment, and three tips for maintaining one's wellness. This will allow students to research and develop a base of knowledge to understand addiction and alcoholism.	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf</a>
<b>Literature</b>	
<ul style="list-style-type: none"> <li>• <i>Smoking Stinks</i> by Thom Buttner</li> </ul>	
<ul style="list-style-type: none"> <li>• American Medical Association Girl's Guide to Becoming a Teen, by Kate Gruenwald Pfeiffer</li> </ul>	
<ul style="list-style-type: none"> <li>• American Medical Association Boy's Guide to Becoming a Teen, by Kate Gruenwald Pfeiffer</li> </ul>	
<ul style="list-style-type: none"> <li>• Teen Heath, Tobacco, Alcohol, and Other Drugs by McGraw-Hill Education</li> </ul>	
<ul style="list-style-type: none"> <li>• Alcohol &amp; Tobacco (Downside of Drugs) By Rosa Waters</li> </ul>	
<b>Websites</b>	
Kids Health	<a href="http://kidshealth.org/en/teens/drug-alcohol/">http://kidshealth.org/en/teens/drug-alcohol/</a>
National Institute for Drug Abuse	<a href="https://teens.drugabuse.gov/teachers/lessonplans#/questions">https://teens.drugabuse.gov/teachers/lessonplans#/questions</a>
Lesson Plan	<a href="http://www.pecentral.org">www.pecentral.org</a>

Kids.gov	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
PBS Kids	<a href="http://pbskids.org/games/healthy-habits/">http://pbskids.org/games/healthy-habits/</a>
Brain Pop Jr.	<a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>• Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preteach Vocabulary</li> <li>• Graphic Organizers to Organize and Collect Important Information</li> <li>• Collaborative Grouping to Support Student Needs</li> <li>• Provide Student with Verbal and Visual Prompts and Directions</li> <li>• Use of concrete examples before beginning activity</li> <li>• Assign student a peer tutor/partner learner when necessary</li> </ul>	
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preview Lesson to Help Build Student Background Knowledge</li> <li>• Collaborative Grouping to Support Student Needs</li> <li>• Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li> </ul>	

- Provide Additional Time to Complete Assignments and Projects

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies

<b>Unit 3 - Family Life</b>	<b>Duration:</b> February - April
<b>Standards</b>	
<p>2.4.6. A.1 Compare and contrast how families may change over time.</p> <p>2.4.6. A.2 Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6. A.3 Examine the types of relationships adolescents may experience.</p> <p>2.4.6. A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p> <p>2.4.6. A.5 Compare and contrast the role of dating and dating behaviors in adolescence.</p> <p>2.4.6. B.1 Compare growth patterns of males and females during adolescence.</p> <p>2.4.6. B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>2.4.6. B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</p> <p>2.4.6. B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.</p> <p>2.4.6. C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p> <p>2.4.6. C.2 Identify the signs and symptoms of pregnancy.</p> <p>2.4.6. C.3 Identify prenatal practices that support a healthy pregnancy.</p> <p>2.4.6. C.4 Predict challenges that may be faced by adolescent parents and their families.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>	

SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.8.A.1. Demonstrate knowledge of a real world problem using digital tools.

CRP3. Attend to personal health and financial well-being.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• Most diseases and health conditions are preventable.</li><li>• Detecting and treating diseases and health conditions that are prevalent in adolescents.</li><li>• The impact of public health strategies in preventing diseases and health conditions.</li></ul>	<ul style="list-style-type: none"><li>• How do how most diseases and health conditions are preventable?</li><li>• What are the means of detecting and treating diseases and health conditions that are prevalent in adolescents?</li><li>• What impact does public health strategies have in preventing diseases and health conditions?</li><li>• How can you compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias?</li></ul>

<ul style="list-style-type: none"> <li>Common mental illnesses (such as depression, anxiety and panic disorders, and phobias) can be detected and are and treatable.</li> </ul>	
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Checklist</li> <li>Verbal question and answer</li> <li>Peer Assessment</li> <li>Conference between student and teacher</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Rubric score</li> <li>Student Growth Objective</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>Assessment on MyPlate.com</li> <li>Notebook Check with Teacher Created Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>Teacher Observation Checklist</li> <li>Student Performance Rubric</li> <li>Untimed Writing Assessment</li> <li>Stop &amp; Jot Activities</li> <li>Student Conversation Rubric</li> <li>Written Response Sentence Starters provided with Writing Assessment</li> <li>Exit Slips</li> <li>Draw a Picture to Show Understanding with Verbal Explanation</li> <li>Teacher Created/Modified Assessment</li> </ul>

<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Most diseases and health conditions are preventable.</li> <li>• What steps they can take to prevent common diseases and health conditions.</li> <li>• Public health strategies that are used to prevent diseases and health conditions.</li> <li>• That common mental illnesses (such as depressions, anxiety and panic disorders, and phobias) can be detected and are treatable.</li> <li>• There are different types of relationships that adolescent experience.</li> <li>• How to determine if a relationship has healthy characteristics.</li> <li>• The changes that a male and a female experience during puberty (physical, social, and emotional)</li> <li>• Strategies that adolescents can use to resist pressure to become sexually active and remain abstinent.</li> <li>• The signs of pregnancy.</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• <i>Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship. (5)</i></li> <li>• <i>Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females. (5)</i></li> <li>• <i>Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent. (5)</i></li> <li>• <i>Identify the signs of pregnancy. (5)</i></li> <li>• <i>Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus. (5)</i></li> <li>• <i>Determine appropriate critical thinking and decision making skills necessary in individual and collaborative activities. (6)</i></li> <li>• <i>Describe and implement cooperative strategies in a variety of activities and sports. (6)</i></li> <li>• <i>Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities. (6)</i></li> </ul>



<ul style="list-style-type: none"> <li>• The process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.</li> <li>• How to use critical thinking and decision making skills to participate in individual and collaborative activities.</li> <li>• Cooperative strategies that they can use in a variety of activities and sports.</li> <li>• That there are different factors that affect cooperative strategies in individual and team activities, such as positive mental attitudes, competent skill levels, and teamwork</li> </ul>	
Instructional Plan	
Suggested Activities	Resources
<b>Assessment Activity:</b> Students will identify different scenarios in which conflicts may occur in dating situations and relationships. The activity will allow students to be able to demonstrate the roles that communication and honesty play in dating relationships. Students will create scenarios (arguments, disagreements, rumors, etc.) that may occur when in a relationship or dating. They should discuss the implications of conflict resolution, communication (positive/negative), and honesty in order to	<a href="http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h6u3.pdf">http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h6u3.pdf</a>

<p>develop healthy relationships. Project: Students will present to the class the scenario, potential negative/positive communication practices and describe the impact they have on the relationship.</p> <p>1. Students will create scenarios that may occur when dating. 2. Students will discuss the implications of conflict resolution and the role of positive and negative communication in developing healthy relationships.</p>	
<p><b>Assessment Activity:</b> Students will develop a “Bill of Rights” of a relationship, stating how someone should be treated in order to ensure the relationship is healthy, respectful, and is positive for the individual’s overall wellness. Students in small groups (3-4) will develop a “Bill of Rights” for a relationship. The teacher will ensure that the conversation is about healthy relationships and love, affection, and commitment by giving examples. The group will present the “Bill of Rights” to the class and classmates will evaluate how the group portrayed the importance of love, affection, and commitment compared to the teacher’s examples. Students will reflect in a journal about how a healthy relationship (caring, honest, loving) can increase one’s wellness (physical, social, emotional). Project: Students will present the “Bill of Rights” and complete journal reflection.</p>	<p><a href="http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h7u3.pdf">http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h7u3.pdf</a></p>

<p><b>Relationships:</b> Students will distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship.</p> <p>As a group the class will brainstorm the different kinds of relationships that they have in their lives. Friends, family members, neighbors, teammates, classmates and romantic relationships should be listed on the board. Students will then be asked to match some healthy characteristics to the relationships. Examples of healthy characteristics might be honesty, love, communication, trust, responsibility, etc. After the class has completed the brainstorming exercise they will be asked to reflect on the following:</p> <ol style="list-style-type: none"> <li>1. How many different types of relationships do you have in your life?</li> <li>2. Identify which healthy characteristics you feel you exhibit in your relationships.</li> </ol>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u3.pdf</a></p>
<p><b>Figuring It Out:</b> Students will demonstrate the ability to identify strategies (i.e. refusal skills, other strategies) that adolescents may employ to resist pressure to become sexually active and remain abstinent. Each student will create their own strategy poster. The poster should contain a main strategy or phrase surrounded by other phrases that support the main strategy. For example, the main strategy may be a refusal skill like “Changing the Subject”. The surrounding phrases could be “Have you heard the new Jay Z CD” or “let’s go get a soda” or “what time is it? I think I need to get home”. Teachers will assess</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u3.pdf</a></p>

on the student's ability to identify different strategies that may be used in a refusal situation.	
<b>Literature</b>	
<ul style="list-style-type: none"> <li>American Medical Association Boy's Guide to Becoming a Teen by Kate Gruenwald Pfeifer</li> <li>American Medical Association Girl's Guide to Becoming a Teen by Kate Gruenwald Pfeifer</li> </ul>	
<b>Websites</b>	
Lesson Plan	<a href="http://www.pecentral.org">www.pecentral.org</a>
Kids.gov	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
PBS Kids	<a href="http://pbskids.org/games/healthy-habits/">http://pbskids.org/games/healthy-habits/</a>
Kids Health	<a href="https://classroom.kidshealth.org/">https://classroom.kidshealth.org/</a>
Brain Pop Jr.	<a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>Simplify content</li> <li>Google Translator</li> <li>Multi - language word wall</li> </ul>	

<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>● Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>● Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>● Pre-teach Vocabulary</li> <li>● Graphic Organizers to Organize and Collect Important Information</li> <li>● Collaborative Grouping to Support Student Needs</li> <li>● Provide Student with Verbal and Visual Prompts and Directions</li> <li>● Use of concrete examples before beginning activity</li> <li>● Assign student a peer tutor/partner learner when necessary</li> </ul>
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>● Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>● Preview Lesson to Help Build Student Background Knowledge</li> <li>● Collaborative Grouping to Support Student Needs</li> <li>● Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li> <li>● Provide Additional Time to Complete Assignments and Projects</li> </ul>
<b>Special Education</b> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Follow all IEP modifications/504 plan</li> <li>● Provide manipulatives or the opportunity to draw solution strategies</li> </ul>

<b>Unit 4 - Community Health Skills</b>	<b>Duration:</b> May - June
<b>Standards</b>	
<p>2.1.6. C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p> <p>2.1.6. D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>2.1.6. D.2 Explain what to do if abuse is suspected or occurs.</p> <p>2.1.6. D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</p> <p>2.1.6. D.4 Assess when to use basic first-aid procedures.</p> <p>2.1.6. E.1 Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.1.6. E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>2.1.6. E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p> <p>2.2.6. A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>2.2.6. A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p> <p>2.2.6. B.3 Determine how conflicting interests may influence one's decisions.</p> <p>2.2.6. C.1 Explain how character and core ethical values can be useful in addressing challenging situations.</p>	

2.2.6. C.2 Predict situations that may challenge an individual's core ethical values.

2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities

2.2.6. D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

2.2.6. D.2 Develop a position about a health issue in order to inform peers.

2.2.6. E.1 Determine the validity and reliability of different types of health resources.

2.2.6. E.2 Distinguish health issues that warrant support from trusted adults or health professionals.

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.6.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.8.A.1. Demonstrate knowledge of a real world problem using digital tools.

CRP3. Attend to personal health and financial well-being.	
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Stress is caused by many factors will explain ways to deal with stressful situations.</li> <li>• Personal assets and protective factors support healthy social and emotional development.</li> <li>• Incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying can be resolved.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the causes of stress and what are ways to deal with stressful situations?</li> <li>• How do personal assets and protective factors support healthy social and emotional development?</li> <li>• What recommendations can be made to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question and answer</li> <li>• Peer Assessment</li> <li>• Conference between student and teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Rubric score</li> <li>• Student Growth Objective</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul>



	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<i>Students will know...</i> <ul style="list-style-type: none"> <li>• How to summarize the various forms of abuse and ways to get help.</li> <li>• How to summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</li> <li>• How to explain what to do if abuse is suspected or occurs.</li> <li>• How to summarize the components of the traffic safety system and explain how people contribute to making the system effective.</li> </ul>	<i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. ( i.e. being able to communicate the need for help in different situations) 5 (</li> <li>• Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors. 5</li> <li>• Analyze one's values and community needs and determine the potential impact of participating in community and service projects on self and others. 5</li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Identify individual tactical strategies that will impact the quality of performance in individual and dual activities.</i> 6</li> <li>• Identify and demonstrate the use of various shots / skills used during practice / game play. 6</li> <li>• Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship. 6</li> <li>• Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity) 6</li> </ul>
Instructional Plan	
Suggested Activities	Resources
<ul style="list-style-type: none"> <li>• <b>Assessment Activity:</b> Students will identify different scenarios in which confrontation (violence, harassment, bullying) may occur amongst those with different values, beliefs, and cultural backgrounds and how empathy could be shown. The activity will allow them to be able to recognize and use the 6-steps in problem solving (see below) in order to facilitate communication to resolve conflict. Place students in groups and give each the following sentence strips:             <ol style="list-style-type: none"> <li>1. Recognize the problem</li> <li>2. Define the problem to all involved.</li> <li>3. Determine possible solutions to the problem position in relation to a health related issue that affects the school</li> </ol> </li> </ul>	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf</a>

<p>community 8 ability to identify and develop a position in relation to a health related issue that affects the school community a position in relation to a health related issue that affects the school community comprehensive understanding through the identification and development of a position in relation to a health related issue that affects the school community Determine when health situations require support from adults or qualified health professionals 11 Displays little or no ability to determine when health situations require support from adults or qualified health professionals Displays the ability to determine when health situations require support from adults or qualified health professionals Consistently displays the ability to determine when health situations require support from adults or qualified health professionals Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them 14 Displays little or no ability to identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them Displays the ability to identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them Consistently displays the ability to identify a variety of common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them Describe what steps should be taken if self or other kinds of abuse are suspected 16 Displays little or no ability to describe what steps should be taken if self or other kinds of abuse are suspected Describes what steps should be taken</p>	
---	--

<p>if self or other kinds of abuse are suspected Consistently displays the ability to describe the various steps that should be taken if self or other kinds of abuse are suspected</p> <p>4. Make a decision.</p> <p>5. Implement the solution that is best for all.</p> <p>6. Re-evaluate if necessary</p>	
<p>Teacher will provide students with a list of scenarios (language barriers, religious beliefs, cultural values) that may occur between individuals of different backgrounds in a possible confrontation. Have the students generate lists of strategies (empathy, negotiation, communication) that they could implement in order to deal with the stated confrontation. Each group should have sample answers for each of the sentence strips and be able to match strategies given in class to the solution process. Project: Each group of students will present their problem solving scenario and their solutions to the confrontation scenarios to the class and will go on to define/describe the problem solving process at each step which would attempt to resolve the conflict.</p> <p>1. Each group of students will develop a scenario that may occur between individuals of different backgrounds in a possible confrontation. Have the students generate lists of strategies (empathy, negotiation, communication) that they could implement in order to deal with the stated confrontation.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf</a></p>

<p>2. Students will generate lists of strategies that they could implement in order to deal with the stated problem. They should have sample answers for each of the sentence strips and be able to match strategies given in class to the solution process.</p>	
<p><b>Awareness:</b> Students will identify common mental illnesses and develop a list of steps to take if abuse or self-harm is apparent. Assessment Activity: Students will identify different mental illnesses (depression, anxiety, panic disorders) that they may have heard of or learned about in school. The teacher may need to add to the list to ensure it is all encompassing. The class will brainstorm how one can ask for help (i.e. trusted adults, community agencies etc.) Students will form small groups (3-4) and brainstorm lists of common mental illnesses and types of abuses caused by oneself or others. Each group will present their list to the class. The class should discuss the similarities and differences amongst the different lists. Teachers may add suggestions to complete the lists. Each student group will then develop a visual (poster, drawing, expressions etc.) of what good mental wellness looks like and discuss how one can accomplish this. Through the discussion they should be able to develop a 3-5 step plan (trusted adult, medical intervention, counseling etc.) of ensuring that one has a support system or a plan in place if they feel that their wellness is being negatively impacted or self-abuse is suspected.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf</a></p>

<p><b>Mental Health:</b> Have each group develop a visual of what good mental wellness looks like and discuss how one can accomplish this. Through the discussion they should be able to develop a 3-5 step plan of ensuring that one has a support system or a plan in place if they feel that their wellness is being impacted negatively.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf</a></p>
<p><b>Communicate:</b> Students will demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with.</p> <p>Through sketches students will illustrate how using interpersonal communication may impact the health of oneself or others. Students will draw/sketch a cartoon character, comic strip, or visual depiction of a safe and unsafe setting or situation. Through the sketches students will illustrate how using interpersonal communication may impact the health of oneself or others (i.e. communicating with a police officer to report an emergency). Students will then provide text to explain the unsafe situation. The second sketch will provide an illustration of how to avoid or deal with the same situation with verbal or nonverbal communication. Students will also provide text to explain how to safely deal with the situation. Following the review of their own and their classmates' sketches students will be asked to answer the following: 1. How did your sketch or comic strip impact the health of others who viewed it? 2. How did one of your classmates sketch or comic impact your health?</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u4.pdf</a></p>

<b>Literature</b>	
<ul style="list-style-type: none"> <li>• <i>Under Pressure - Handling the Stressors of Keeping Up</i> - Earl Sari</li> <li>• <i>Who are These People- Coping With Family Dynamics</i> - Michael Fallon</li> </ul>	
<ul style="list-style-type: none"> <li>• <i>American Medical Association Boy's Guide to Becoming a Teen</i> by Kate Gruenwald Pfeifer</li> <li>• <i>American Medical Association Girls Guide to Becoming a Teen</i> by Kate Gruenwald Pfeifer</li> </ul>	
<b>Websites</b>	
Lesson Plan	<a href="http://www.pecentral.org">www.pecentral.org</a>
Kids Health	<a href="http://www.kidshelath.org">www.kidshelath.org</a>
Kids.gov Health Resources	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
Centers for Disease Control	<a href="https://www.cdc.gov/family/kidsites/index.html">https://www.cdc.gov/family/kidsites/index.html</a>
PBS Kids	<a href="http://www.pbskids.org">www.pbskids.org</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b>	
<ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> </ul>	
<b>Gifted and Talented</b>	
<ul style="list-style-type: none"> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>• Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>	

**Basic Skills**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preteach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs
- Provide Student with Verbal and Visual Prompts and Directions
- Use of concrete examples before beginning activity
- Assign student a peer tutor/partner learner when necessary

**Economically Disadvantaged**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations
- Provide Additional Time to Complete Assignments and Projects

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies



# Estell Manor School District

## Health Curriculum Grade 7 & 8

## Statement of Purpose

The district's health curriculum empowers our elementary students to choose actions that will help develop their potential; make informed decisions; help improve the quality of their environment and enact health-enhancing behaviors. Responsible decision making skills will be taught at each grade level.

Health education classes give students the foundation they need to feel good about themselves. Students learn refusal skills or ways to say no to behaviors that are harmful for themselves, others or the environment. Our students learn that their healthful choices move them toward a higher state of personal well-being. We seek to instill a sense of personal responsibility for oneself and others.

The program will consist of Wellness, Integrated Skills, Drugs and Medicine, and Human Relationships and Sexuality. Our schools offer age-appropriate and culturally sensitive health education programs that help students develop the knowledge, attitudes, skills and behaviors to adopt, maintain, and enjoy an active lifestyle.

The Elementary Health Curriculum is aligned to the New Jersey Student Learning Standards and will be taught by the classroom teacher, school nurse, guidance counselor and physical education teacher, along with suggested guest speakers and experts in the community.

Primary Interdisciplinary Connections: Math, Language Arts, Science

21<sup>st</sup> Century Themes: 9.1 21<sup>st</sup> Century Life & Career Skills. All Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.

## Health Pacing Guide

--	--

<b>Unit 1: Wellness</b>	One day a week Approximately 7 days
<b>Unit 2: Alcohol, Tobacco and Other Drugs</b>	One day a week Approximately 7 days days
<b>Unit 3: Family Life</b>	One day a week Approximately 7 days days
<b>Unit 4: Community Health Skills</b>	One day a week Approximately 7 days days

**All Units will address the following 21st Century Life and Careers skills:**

Check all that apply 21st Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

<b>Unit 1 - Wellness</b>	<b>Duration:</b> September - November
<b>Standards</b>	
2.1.8. A.1 Assess and apply Health Data to enhance each dimension of personal wellness.	
2.1.8. A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.	
2.1.8. A.3 Relate advances in technology to maintaining and improving personal health	
2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	

2.1.8. B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance

2.1.8. B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

2.1.8. B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds

2.1.8. B.4 Analyze the nutritional values of new products and supplements

2.1.8. C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer

2.1.8. C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

2.2.8. B.1 Predict social situations that may require the use of decision-making skills.

2.2.8. B.2 Justify when individual or collaborative decision-making is appropriate

2.2.8. B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages

2.5.8.A. 1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities)2.5.6. A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationship in interactive dynamic environments.

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo,

and musical style (creative, cultural, social, and fitness dance).

2.5.8. A.4 Detect, analyze, and correct errors and apply to refine movement skills

2.5.8. B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8. C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities. 2.5.6. C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.5.8. C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

2.6.8. A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

2.6.8. A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.

2.6.8. A.3 Analyze how medical and technological advances impact personal fitness.

2.6.8. A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics and texts, building on others' ideas and expressing their own clearly.

SL.7.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. SL.7.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

SL.8.1. A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

8.1.8.A.1. Demonstrate knowledge of a real world problem using digital tools.

8.1.8.A.1. Demonstrate knowledge of a real world problem using digital tools.

CRP3. Attend to personal health and financial well-being.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Physical, social and mental dimensions of personal wellness interact with each other.</li> <li>Remember a balanced healthy lifestyle is the key to good total health.</li> </ul>	<ul style="list-style-type: none"> <li>How do physical, social and mental dimensions of personal wellness interact?</li> <li>How do you balance your physical, mental/emotional, and social health through wellness, nutrition, and fitness?</li> </ul>
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Checklist</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Rubric score</li> </ul>



<ul style="list-style-type: none"> <li>• Verbal question and answer</li> <li>• Peer Assessment</li> <li>• Conference between student and teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Student Growth Objective</li> <li>• Verbal question and answer</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How health data can be used to assess and improve each dimension of personal wellness.</li> <li>• How personal lifestyle habits, environment, and</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them. (5)</li> </ul>

<p>heredity influence growth and development in each life stage.</p> <ul style="list-style-type: none"> <li>• How to determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the benefits or risks that certain food choices and eating patterns have on one's overall wellness. (5)</li> <li>• Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals. (5)</li> <li>• Identify the personal, social, and environmental factors that impact fitness and personal health. (6)</li> <li>• Define the differences between skill and health related fitness and explain how the respective components can be enhanced through practice / training. (6)</li> <li>• Using an assessment of one's personal fitness level, develop a physical activity program. (6)</li> <li>• Describe and apply the FITT (Frequency, Intensity, Time, Type) principle to improve personal fitness. (6)</li> </ul>
Instructional Plan	
Suggested Activities	Resources
<p><b>Food Label Project:</b> The student will research food labels, the content, daily values, and nutritional values. The student is to develop a food label for a new product. The label must include nutritional value as well as a product logo. The nutritional value should include calories, fat content and percentages, carbohydrates,</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/pe/h6u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/pe/h6u1.pdf</a></p>

and proteins.	
<b>Collaborative Group Cultural Project:</b> Students will work collaboratively to research both nutritional and health care needs, as well as different health issues that are related to their heritage and genetic makeup (i.e. sickle cell anemia, cystic fibrosis, Tay Sachs). Students will create a presentation that will describe the health issue, causes, cultural history, treatments etc. Students should pay special attention to presenting the information regarding heritage/culture and genetic make-up in a sensitive and respectful manner.	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u1.pdf</a>
<b>Disease Identification:</b> Students will be placed in small groups and asked to research a specific disease or condition that affects adolescents. Diseases such as diabetes, cancer, asthma, anxiety, etc. would be appropriate to research. Students will use a piece of poster board to identify their specific disease as well as research based strategies that may be used to prevent, detect, and treat them. Each group of students will report their finding to the class.	<a href="http://kidshealth.org/kid/index.jsp?tracking=K_Home">http://kidshealth.org/kid/index.jsp?tracking=K_Home</a>
<b>Healthy Recordings:</b> Students will be asked to keep a weekly log of both their nutritional intake as well as their physical activity. Students should log their daily intake at breakfast, lunch, dinner, and any other snacks they consume during the week. Students will also be asked to log their physical activity for the week. Students should log the type of activity, the frequency they did it, as well as for how long they participated in the activity. At the end of the week students will analyze their logs and set appropriate and achievable goals to improve these health and wellness practices. The goals should be monitored to evaluate if there is progress being made.	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u1.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u1.pdf</a>

Literature	
<ul style="list-style-type: none"> <li>• <i>Make Good Choices: Your Guide to Making Healthy Decisions</i> by Heather E. Schwartz</li> <li>• American Medical Association Girl's Guide to Becoming a Teen, by Kate Gruenwald Pfeiffer</li> <li>• American Medical Association Boy's Guide to Becoming a Teen, by Kate Gruenwald Pfeiffer</li> <li>• Straight Talk The Truth About Food by Stephanie Parls</li> <li>• What the Worlds East Hardcover by Faith D'Aluisio</li> </ul>	
Websites	
Lesson Plan	<a href="http://www.pecentral.org">www.pecentral.org</a>
Kids.gov	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
PBS Kids	<a href="http://pbskids.org/games/healthy-habits/">http://pbskids.org/games/healthy-habits/</a>
Choose My Plate	<a href="https://www.choosemyplate.gov/kids">https://www.choosemyplate.gov/kids</a>
Kids Health	<a href="https://classroom.kidshealth.org/">https://classroom.kidshealth.org/</a>
Brain Pop Jr.	<a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a>
Centers for Disease Control	<a href="https://www.cdc.gov/family/kidsites/index.htm">https://www.cdc.gov/family/kidsites/index.htm</a>
American Heart Association	<a href="http://www.heart.org/HEARTORG/HealthyLiving/HealthyKids/Healthy-Kids">http://www.heart.org/HEARTORG/HealthyLiving/HealthyKids/Healthy-Kids</a>
Accommodations & Modifications	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> </ul>	

<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>• Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Pre-teach Vocabulary</li> <li>• Graphic Organizers to Organize and Collect Important Information</li> <li>• Collaborative Grouping to Support Student Needs</li> <li>• Provide Student with Verbal and Visual Prompts and Directions</li> <li>• Use of concrete examples before beginning activity</li> <li>• Assign student a peer tutor/partner learner when necessary</li> </ul>
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preview Lesson to Help Build Student Background Knowledge</li> <li>• Collaborative Grouping to Support Student Needs</li> <li>• Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li> <li>• Provide Additional Time to Complete Assignments and Projects</li> </ul>
<b>Special Education</b> <ul style="list-style-type: none"> <li>• Provide differentiated instruction as needed</li> <li>• Follow all IEP modifications/504 plan</li> <li>• Provide manipulatives or the opportunity to draw solution strategies</li> </ul>

<b>Unit 2 - Alcohol, Tobacco, and other Drugs</b>	<b>Duration:</b> December - January
<b>Standards</b>	
<p>2.2.8. B.1 Predict social situations that may require the use of decision-making skills</p> <p>2.2.8. B.2 Justify when individual or collaborative decision-making is appropriate.</p> <p>2.3.8.A.1 Explain why the therapeutic effects and potential risks of commonly used over-the counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.</p> <p>2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the counter medicines and the consequences of such abuse.</p> <p>2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.</p> <p>2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</p> <p>2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.</p> <p>2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p> <p>2.3.8.B.8 Analyze health risks associated with injected drug use.</p> <p>2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.</p>	

2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

8.1.8.A.1. Demonstrate knowledge of a real world problem using digital tools.

CRP3. Attend to personal health and financial well-being.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"><li>• That healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively.</li></ul>	<ul style="list-style-type: none"><li>• How does healthy eating provide energy, helps maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively</li><li>• What factors influence food choices and eating patterns?</li></ul>

<ul style="list-style-type: none"> <li>• What factors that influence food choices and eating patterns.</li> <li>• The benefits and risks associated with nutritional choices are based on eating patterns.</li> <li>• A daily balanced nutritional meal plan based on nutritional content, value, calories, and cost can be created.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the benefits and risks associated with nutritional choices, based on eating patterns?</li> <li>• How would you create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question and answer</li> <li>• Peer Assessment</li> <li>• Conference between student and teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Rubric score</li> <li>• Student Growth Objective</li> <li>• Verbal question and answer</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> <li>• Student Performance Rubric</li> <li>• Untimed Writing Assessment</li> <li>• Stop &amp; Jot Activities</li> <li>• Student Conversation Rubric</li> </ul>



	<ul style="list-style-type: none"> <li>• Written Response Sentence Starters provided with Writing Assessment</li> <li>• Exit Slips</li> <li>• Draw a Picture to Show Understanding with Verbal Explanation</li> <li>• Teacher Created/Modified Assessment</li> </ul>
Knowledge and Skills	
Content	Skills:
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How do how most diseases and health conditions are preventable?</li> <li>• What are the means of detecting and treating diseases and health conditions that are prevalent in adolescents?</li> <li>• What impact does public health strategies have in preventing diseases and health conditions?</li> <li>• How can you compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias?</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Determine effective decision making strategies that would assist in choices involving alcohol, tobacco, and other drugs. (5)</li> <li>• Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication.(5)</li> <li>• Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not. (5)</li> <li>• Determine how laws/policies can have an effect on the health of both smokers and nonsmokers. (5)</li> <li>• Explain and demonstrate movements that combine mechanically correct movement sequences. (i.e. lay-up, aerobic routine, dance) (6)</li> <li>• Compare and contrast how various movements skills are affected by a change in force and motion. (l.e. weight transfer, power, speed, and agility). (6)</li> <li>• Identify mechanically correct movement skills and provide</li> </ul>

	specific and appropriate feedback to correct errors in execution. (6)
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p><b>Assessment Activity: The importance of refusal skills and recognition of risky behaviors</b></p> <ol style="list-style-type: none"> <li>1. Place the six categories of risk behaviors identified by CDC on large raindrops.</li> <li>2. Place the six criteria for the Responsible Decision Making Model on large construction strips.</li> <li>3. Have two students in front of the class who state that they preparing for the storms of life and its decisions. Give one an umbrella and label him/her as ready for the storms of life. Place the decision making model on the umbrella, describing the process and the importance of good decision making.</li> <li>4. Using index cards with scenarios have students discuss how the umbrella can help the students make better decisions. Research the relationship between injected drug use and disease such as HIV/AIDS and hepatitis 11 Displays little or no understanding of the relationship between injected drug use and disease such as HIV/AIDS and hepatitis Researches and demonstrates understanding through researching the</li> </ol>	<p><a href="http://www.cdc.gov/healthyyouth/yrbs/brief.htm">http://www.cdc.gov/healthyyouth/yrbs/brief.htm</a></p> <p><b>Health &amp; Wellness</b></p>

<p>relationship between injected drug use and disease such as HIV/AIDS and hepatitis Researches and demonstrates understanding of researching the relationship between injected drug use and disease such as HIV/AIDS and hepatitis and the health issues they cause 5. Have each student role play Resistance Skills that would allow the student without the umbrella to begin changing decisions (strategies to use, long term effects &amp; consequences) and protect themselves from the raindrops.</p> <ul style="list-style-type: none"> <li>● Assessment Activity: Alcoholism/addiction definition and stages the student is to develop a pamphlet for alcoholism/addiction stages and definitions. The pamphlet should include a definition of the disorder, signs and symptoms, stages, treatment, and three tips for maintaining one's wellness. This will allow students to research and develop a base of knowledge to understand addiction and alcoholism.</li> </ul>	
<p><b>PSA:</b> Students will complete a public service announcement (PSA) concerning how laws/policies about smoking can have an effect on the health of both smokers and nonsmokers. Each student will develop a poster containing a law or policy that governs smoking in the state of New Jersey as well as the effects that these laws may have on the health of both the smoker and the nonsmoker. (I.e. municipal laws regarding smoking on public beaches). Include at least two</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf</a></p>

reasons to educate the public of why the policy or law may have an effect on the health of the smoker and the nonsmoker.	
<b>Signs &amp; Symptoms:</b> Students will summarize the signs and symptoms of a person who is abusing alcohol, tobacco, and other drugs and determine how they affect both short and long- term wellness. Each student is to develop a pamphlet that summarizes the signs and symptoms regarding the abuse of alcohol, tobacco, or other drugs. The pamphlet should include the signs and symptoms of abuse, and how they affect both the short and long term wellness of someone who is abusing them. This will allow students to research and develop a base of knowledge to understand the signs and symptoms of abuse as well as how it affects a person's wellness.	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u2.pdf</a>
<b>Debate:</b> Have students form groups. Have groups research and develop arguments for each side of the following question. Should people addicted to drugs have access to clean needles? (Clinic, pharmacy, with or without prescription) The groups must be prepared to give research- based data to defend their position. The data should include, but is not limited to, statistics, definitions of diseases, treatment, programs that have been implemented (successful or not)	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf</a> <a href="http://www.cdc.gov/injectionsafety/">http://www.cdc.gov/injectionsafety/</a>
<b>Alcoholism/addiction definition and stages:</b> The student is to develop a pamphlet for	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u2.pdf</a>

alcoholism/addiction stages and definitions. The pamphlet should include a definition of the disorder, signs and symptoms, stages, treatment, and three tips for maintaining one's wellness. This will allow students to research and develop a base of knowledge to understand addiction and alcoholism.	<a href="#">h/h6u2.pdf</a>
<b>Literature</b>	
<ul style="list-style-type: none"> <li>• <i>Smoking Stinks</i> by Thom Buttner</li> </ul>	
<ul style="list-style-type: none"> <li>• American Medical Association Girl's Guide to Becoming a Teen, by Kate Gruenwald Pfeiffer</li> </ul>	
<ul style="list-style-type: none"> <li>• American Medical Association Boy's Guide to Becoming a Teen, by Kate Gruenwald Pfeiffer</li> </ul>	
<ul style="list-style-type: none"> <li>• Teen Health, Tobacco, Alcohol, and Other Drugs by McGraw-Hill Education</li> </ul>	
<ul style="list-style-type: none"> <li>• Alcohol &amp; Tobacco (Downside of Drugs) By Rosa Waters</li> </ul>	
<b>Websites</b>	
Kids Health	<a href="http://kidshealth.org/en/teens/drug-alcohol/">http://kidshealth.org/en/teens/drug-alcohol/</a>
National Institute for Drug Abuse	<a href="https://teens.drugabuse.gov/teachers/lessonplans#/questions">https://teens.drugabuse.gov/teachers/lessonplans#/questions</a>
Lesson Plan	<a href="http://www.pecentral.org">www.pecentral.org</a>
Kids.gov	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
PBS Kids	<a href="http://pbskids.org/games/healthy-habits/">http://pbskids.org/games/healthy-habits/</a>
Brain Pop Jr.	<a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b>	
<ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native</li> </ul>	

<p>language</p> <ul style="list-style-type: none"> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> </ul>
<p><b>Gifted and Talented</b></p> <ul style="list-style-type: none"> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> <li>• Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>
<p><b>Basic Skills</b></p> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preteach Vocabulary</li> <li>• Graphic Organizers to Organize and Collect Important Information</li> <li>• Collaborative Grouping to Support Student Needs</li> <li>• Provide Student with Verbal and Visual Prompts and Directions</li> <li>• Use of concrete examples before beginning activity</li> <li>• Assign student a peer tutor/partner learner when necessary</li> </ul>
<p><b>Economically Disadvantaged</b></p> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preview Lesson to Help Build Student Background Knowledge</li> <li>• Collaborative Grouping to Support Student Needs</li> <li>• Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li> <li>• Provide Additional Time to Complete Assignments and Projects</li> </ul>
<p><b>Special Education</b></p> <ul style="list-style-type: none"> <li>• Provide differentiated instruction as needed</li> <li>• Follow all IEP modifications/504 plan</li> <li>• Provide manipulatives or the opportunity to draw solution strategies</li> </ul>

<b>Unit 3 - Family Life</b>	<b>Duration:</b> February - April
<b>Standards</b>	
2.4.8.A.1 Predict how changes within a family can impact family members.	
2.4.8.A.2 Explain how the family unit impacts character development.	
2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.	
2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.	
2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.	
2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.	
2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty	
2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.	
2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	
2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.	
2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.	
2.4.8.B.6 Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.	
2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.	
2.4.8.C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages	

of labor and childbirth and the adjustment period following birth.

2.4.8.C.3 Determine effective strategies and resources to assist with parenting

2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy.

2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.A Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.B. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

8.1.8.A.1. Demonstrate knowledge of a real world problem using digital tools.

CRP3. Attend to personal health and financial well-being.

**Essential Understandings**

**Essential Questions**



<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Most diseases and health conditions are preventable.</li> <li>• Detecting and treating diseases and health conditions that are prevalent in adolescents.</li> <li>• The impact of public health strategies in preventing diseases and health conditions.</li> <li>• Common mental illnesses (such as depression, anxiety and panic disorders, and phobias) can be detected and are and treatable.</li> </ul>	<ul style="list-style-type: none"> <li>• How do how most diseases and health conditions are preventable?</li> <li>• What are the means of detecting and treating diseases and health conditions that are prevalent in adolescents?</li> <li>• What impact does public health strategies have in preventing diseases and health conditions?</li> <li>• How can you compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question and answer</li> <li>• Peer Assessment</li> <li>• Conference between student and teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Rubric score</li> <li>• Student Growth Objective</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment on MyPlate.com</li> <li>• Notebook Check with Teacher Created Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist</li> </ul>

	<ul style="list-style-type: none"> <li>● Student Performance Rubric</li> <li>● Untimed Writing Assessment</li> <li>● Stop &amp; Jot Activities</li> <li>● Student Conversation Rubric</li> <li>● Written Response Sentence Starters provided with Writing Assessment</li> <li>● Exit Slips</li> <li>● Draw a Picture to Show Understanding with Verbal Explanation</li> <li>● Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Most diseases and health conditions are preventable.</li> <li>● What steps they can take to prevent common diseases and health conditions.</li> <li>● Public health strategies that are used to prevent diseases and health conditions.</li> <li>● That common mental illnesses (such as depressions, anxiety and panic disorders, and phobias) can be detected and are treatable.</li> <li>● There are different types of relationships that adolescent experience.</li> <li>● How to determine if a relationship has</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● <i>Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship. (5)</i></li> <li>● <i>Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females. (5)</i></li> <li>● <i>Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent. (5)</i></li> <li>● <i>Identify the signs of pregnancy. (5)</i></li> <li>● <i>Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus. (5)</i></li> <li>● <i>Determine appropriate critical thinking and decision making skills</i></li> </ul>

<p>healthy characteristics.</p> <ul style="list-style-type: none"> <li>• The changes that a male and a female experience during puberty (physical, social, and emotional)</li> <li>• Strategies that adolescents can use to resist pressure to become sexually active and remain abstinent.</li> <li>• The signs of pregnancy.</li> <li>• The process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus.</li> <li>• How to use critical thinking and decision making skills to participate in individual and collaborative activities.</li> <li>• Cooperative strategies that they can use in a variety of activities and sports.</li> <li>• That there are different factors that affect cooperative strategies in individual and team activities, such as positive mental attitudes, competent skill levels, and teamwork</li> </ul>	<p><i>necessary in individual and collaborative activities. (6)</i></p> <ul style="list-style-type: none"> <li>• <i>Describe and implement cooperative strategies in a variety of activities and sports. (6)</i></li> <li>• <i>Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and team activities.( 6)</i></li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<b>Assessment Activity:</b> Students will identify different scenarios in which conflicts may occur in dating situations and relationships. The activity	<a href="http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h6u3.pdf">http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h6u3.p df</a>

<p>will allow students to be able to demonstrate the roles that communication and honesty play in dating relationships. Students will create scenarios (arguments, disagreements, rumors, etc.) that may occur when in a relationship or dating. They should discuss the implications of conflict resolution, communication (positive/negative), and honesty in order to develop healthy relationships. Project: Students will present to the class the scenario, potential negative/positive communication practices and describe the impact they have on the relationship.</p> <p>1. Students will create scenarios that may occur when dating. 2. Students will discuss the implications of conflict resolution and the role of positive and negative communication in developing healthy relationships.</p>	
<p><b>Assessment Activity:</b> Students will develop a “Bill of Rights” of a relationship, stating how someone should be treated in order to ensure the relationship is healthy, respectful, and is positive for the individual’s overall wellness. Students in small groups (3-4) will develop a “Bill of Rights” for a relationship. The teacher will ensure that the conversation is about healthy relationships and love, affection, and commitment by giving examples. The group will present the “Bill of Rights” to the class and classmates will evaluate how the group portrayed the importance of love,</p>	<p><a href="http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h7u3.pdf">http://www.nj.gov/education/modelcurriculum/assessment/pw/peh/h7u3.pdf</a></p>

<p>affection, and commitment compared to the teacher's examples. Students will reflect in a journal about how a healthy relationship (caring, honest, loving) can increase one's wellness (physical, social, emotional). Project: Students will present the "Bill of Rights" and complete journal reflection.</p>	
<p><b>Relationships:</b> Students will distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship. As a group the class will brainstorm the different kinds of relationships that they have in their lives. Friends, family members, neighbors, teammates, classmates and romantic relationships should be listed on the board. Students will then be asked to match some healthy characteristics to the relationships. Examples of healthy characteristics might be honesty, love, communication, trust, responsibility, etc. After the class has completed the brainstorming exercise they will be asked to reflect on the following:</p> <ol style="list-style-type: none"> <li>1. How many different types of relationships do you have in your life?</li> <li>2. Identify which healthy characteristics you feel you exhibit in your relationships.</li> </ol>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u3.pdf</a></p>
<p><b>Figuring It Out:</b> Students will demonstrate the ability to identify strategies (i.e. refusal skills, other strategies) that adolescents may employ to resist pressure to become sexually active and remain abstinent. Each student will create their own strategy poster. The poster should contain a</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u3.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u3.pdf</a></p>

<p>main strategy or phrase surrounded by other phrases that support the main strategy. For example, the main strategy may be a refusal skill like “Changing the Subject”. The surrounding phrases could be “Have you heard the new Jay Z CD” or “let’s go get a soda” or “what time is it? I think I need to get home”. Teachers will assess on the student's ability to identify different strategies that may be used in a refusal situation.</p>	
<b>Literature</b>	
<ul style="list-style-type: none"> <li>• American Medical Association Boy's Guide to Becoming a Teen by Kate Gruenwald Pfeifer</li> <li>• American Medical Association Girl's Guide to Becoming a Teen by Kate Gruenwald Pfeifer</li> </ul>	
<b>Websites</b>	
Lesson Plan	<a href="http://www.pecentral.org">www.pecentral.org</a>
Kids.gov	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
PBS Kids	<a href="http://pbskids.org/games/healthy-habits/">http://pbskids.org/games/healthy-habits/</a>
Kids Health	<a href="https://classroom.kidshealth.org/">https://classroom.kidshealth.org/</a>
Brain Pop Jr.	<a href="https://jr.brainpop.com/health/">https://jr.brainpop.com/health/</a>
<b>Accommodations &amp; Modifications</b>	

**English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites
- Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students

**Basic Skills**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Pre-teach Vocabulary
- Graphic Organizers to Organize and Collect Important Information
- Collaborative Grouping to Support Student Needs
- Provide Student with Verbal and Visual Prompts and Directions
- Use of concrete examples before beginning activity
- Assign student a peer tutor/partner learner when necessary

**Economically Disadvantaged**

- Keep in mind learner's multi-sensory, visual, and auditory style
- Preview Lesson to Help Build Student Background Knowledge
- Collaborative Grouping to Support Student Needs
- Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations
- Provide Additional Time to Complete Assignments and Projects

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies





<b>Unit 4 - Community Health Skills</b>	<b>Duration:</b> May - June
<b>Standards</b>	
<p>2.1.6. C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</p> <p>2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</p> <p>2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.</p> <p>2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.</p> <p>2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.</p> <p>2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</p> <p>2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</p> <p>2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.</p> <p>2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p> <p>2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p> <p>2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</p>	

2.2.8. B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities

2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.

2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.

2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.

2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.

2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.8.1.A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.8.1.B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.7.1.A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.7.1.B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

8.1.8.A.1. Demonstrate knowledge of a real world problem using digital tools.

CRP3. Attend to personal health and financial well-being.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Stress is caused by many factors will explain ways to deal with stressful situations.</li> <li>Personal assets and protective factors support healthy social and emotional development.</li> <li>Incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying can be resolved.</li> </ul>	<ul style="list-style-type: none"> <li>What are the causes of stress and what are ways to deal with stressful situations?</li> <li>How do personal assets and protective factors support healthy social and emotional development?</li> <li>What recommendations can be made to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying?</li> </ul>
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Checklist</li> <li>Verbal question and answer</li> <li>Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Rubric score</li> <li>Student Growth Objective</li> </ul> <p><b>Benchmark Assessment</b></p>

<ul style="list-style-type: none"> <li>Conference between student and teacher</li> </ul>	<ul style="list-style-type: none"> <li>Assessment on MyPlate.com</li> <li>Notebook Check with Teacher Created Rubric</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>Teacher Observation Checklist</li> <li>Student Performance Rubric</li> <li>Untimed Writing Assessment</li> <li>Stop &amp; Jot Activities</li> <li>Student Conversation Rubric</li> <li>Written Response Sentence Starters provided with Writing Assessment</li> <li>Exit Slips</li> <li>Draw a Picture to Show Understanding with Verbal Explanation</li> <li>Teacher Created/Modified Assessment</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>How to summarize the various forms of abuse and ways to get help.</li> <li>How to summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</li> <li>How to explain what to do if abuse is suspected or occurs.</li> <li>How to summarize the components of the traffic safety system and explain how people contribute to</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>Demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. ( i.e. being able to communicate the need for help in different situations) 5 (</li> <li>Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors. 5</li> <li>Analyze one's values and community needs and</li> </ul>

making the system effective.	<p>determine the potential impact of participating in community and service projects on self and others. 5</p> <ul style="list-style-type: none"> <li>• <i>Identify individual tactical strategies that will impact the quality of performance in individual and dual activities.</i> 6</li> <li>• Identify and demonstrate the use of various shots / skills used during practice / game play. 6</li> <li>• Demonstrate and fairly enforce various rules during game play exhibiting appropriate sportsmanship. 6</li> <li>• Identify how certain individual or dual activities may contribute to achieving a healthy lifestyle. (healthy eating, body composition, physical activity) 6</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• <b>Assessment Activity:</b> Students will identify different scenarios in which confrontation (violence, harassment, bullying) may occur amongst those with different values, beliefs, and cultural backgrounds and how empathy could be shown. The activity will allow them to be able to recognize and use the 6-steps in problem solving (see below) in order to facilitate communication to resolve conflict. Place students in groups and give each the following sentence strips:             <ol style="list-style-type: none"> <li>1. Recognize the problem</li> <li>2. Define the problem to all involved.</li> </ol> </li> </ul>	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf</a>

<p>3. Determine possible solutions to the problem position in relation to a health related issue that affects the school community 8 ability to identify and develop a position in relation to a health related issue that affects the school community a position in relation to a health related issue that affects the school community comprehensive understanding through the identification and development of a position in relation to a health related issue that affects the school community Determine when health situations require support from adults or qualified health professionals 11 Displays little or no ability to determine when health situations require support from adults or qualified health professionals Displays the ability to determine when health situations require support from adults or qualified health professionals Consistently displays the ability to determine when health situations require support from adults or qualified health professionals Identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them 14 Displays little or no ability to identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them Displays the ability to identify common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them Consistently displays the ability to identify a variety of common mental illnesses (depression, anxiety, panic disorders) and determine methods to detect and treat them Describe what steps should be taken if self or other kinds of abuse are suspected 16 Displays little or no ability to</p>	
--	--

<p>describe what steps should be taken if self or other kinds of abuse are suspected Describes what steps should be taken if self or other kinds of abuse are suspected Consistently displays the ability to describe the various steps that should be taken if self or other kinds of abuse are suspected</p> <p>4. Make a decision.</p> <p>5. Implement the solution that is best for all.</p> <p>6. Re-evaluate if necessary</p>	
<p>Teacher will provide students with a list of scenarios (language barriers, religious beliefs, cultural values) that may occur between individuals of different backgrounds in a possible confrontation. Have the students generate lists of strategies (empathy, negotiation, communication) that they could implement in order to deal with the stated confrontation. Each group should have sample answers for each of the sentence strips and be able to match strategies given in class to the solution process. Project: Each group of students will present their problem solving scenario and their solutions to the confrontation scenarios to the class and will go on to define/describe the problem solving process at each step which would attempt to resolve the conflict.</p> <p>1. Each group of students will develop a scenario that may occur between individuals of different backgrounds in a possible confrontation. Have the students generate lists of strategies (empathy, negotiation, communication) that they could implement in order to deal with the stated</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf</a></p>

<p>confrontation.</p> <p>2. Students will generate lists of strategies that they could implement in order to deal with the stated problem. They should have sample answers for each of the sentence strips and be able to match strategies given in class to the solution process.</p>	
<p><b>Awareness:</b> Students will identify common mental illnesses and develop a list of steps to take if abuse or self-harm is apparent. Assessment Activity: Students will identify different mental illnesses (depression, anxiety, panic disorders) that they may have heard of or learned about in school. The teacher may need to add to the list to ensure it is all encompassing. The class will brainstorm how one can ask for help (i.e. trusted adults, community agencies etc.) Students will form small groups (3-4) and brainstorm lists of common mental illnesses and types of abuses caused by oneself or others. Each group will present their list to the class. The class should discuss the similarities and differences amongst the different lists. Teachers may add suggestions to complete the lists. Each student group will then develop a visual (poster, drawing, expressions etc.) of what good mental wellness looks like and discuss how one can accomplish this. Through the discussion they should be able to develop a 3-5 step plan (trusted adult, medical intervention, counseling etc.) of ensuring that one has a support system or a plan in place if they feel that their wellness is being negatively impacted or self-abuse is</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf</a></p>



suspected.	
<p><b>Mental Health:</b> Have each group develop a visual of what good mental wellness looks like and discuss how one can accomplish this. Through the discussion they should be able to develop a 3-5 step plan of ensuring that one has a support system or a plan in place if they feel that their wellness is being impacted negatively.</p>	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h6u4.pdf</a>
<p><b>Communicate:</b> Students will demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with.</p> <p>Through sketches students will illustrate how using interpersonal communication may impact the health of oneself or others. Students will draw/sketch a cartoon character, comic strip, or visual depiction of a safe and unsafe setting or situation. Through the sketches students will illustrate how using interpersonal communication may impact the health of oneself or others (i.e. communicating with a police officer to report an emergency). Students will then provide text to explain the unsafe situation. The second sketch will provide an illustration of how to avoid or deal with the same situation with verbal or nonverbal communication. Students will also provide text to explain how to safely deal with the situation. Following the review of their own and their classmates' sketches students will be asked to answer the following: 1. How did your sketch or comic strip impact the health of others who viewed it? 2. How did one of your</p>	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/h5u4.pdf</a>

classmates sketch or comic impact your health?	
<b>Literature</b>	
<ul style="list-style-type: none"> <li>• <i>Under Pressure - Handling the Stressors of Keeping Up</i> - Earl Sari</li> <li>• <i>Who are These People- Coping With Family Dynamics</i> - Michael Fallon</li> <li>• <i>American Medical Association Boy's Guide to Becoming a Teen</i> by Kate Gruenwald Pfeifer</li> <li>• <i>American Medical Association Girls Guide to Becoming a Teen</i> by Kate Gruenwald Pfeifer</li> </ul>	
<b>Websites</b>	
Lesson Plan	<a href="http://www.pecentral.org">www.pecentral.org</a>
Kids Health	<a href="http://www.kidshelath.org">www.kidshelath.org</a>
Kids.gov Health Resources	<a href="https://kids.usa.gov/health-and-safety/health/index.shtml">https://kids.usa.gov/health-and-safety/health/index.shtml</a>
Centers for Disease Control	<a href="https://www.cdc.gov/family/kidsites/index.html">https://www.cdc.gov/family/kidsites/index.html</a>
PBS Kids	<a href="http://www.pbskids.org">www.pbskids.org</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specified interactive websites</li> </ul>	

<ul style="list-style-type: none"> <li>• Provide more challenging opportunities with use of manipulatives that will challenge the skill being taught to other students</li> </ul>
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preteach Vocabulary</li> <li>• Graphic Organizers to Organize and Collect Important Information</li> <li>• Collaborative Grouping to Support Student Needs</li> <li>• Provide Student with Verbal and Visual Prompts and Directions</li> <li>• Use of concrete examples before beginning activity</li> <li>• Assign student a peer tutor/partner learner when necessary</li> </ul>
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>• Keep in mind learner's multi-sensory, visual, and auditory style</li> <li>• Preview Lesson to Help Build Student Background Knowledge</li> <li>• Collaborative Grouping to Support Student Needs</li> <li>• Accountable Talk Stems and Sentence Starters to Engage Students in Group and Peer Conversations</li> <li>• Provide Additional Time to Complete Assignments and Projects</li> </ul>
<b>Special Education</b> <ul style="list-style-type: none"> <li>• Provide differentiated instruction as needed</li> <li>• Follow all IEP modifications/504 plan</li> <li>• Provide manipulatives or the opportunity to draw solution strategies</li> </ul>

# Estell Manor School District

## Physical Education Curriculum Grade K-2

## **Philosophy**

All Estell Manor School students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun!

The Physical Education Units for grades K-8 are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next.

All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Primary Interdisciplinary Connections: Math, Language Arts, Science

**Estell Manor Elementary School District  
Grade K - 2  
Physical Education Pacing Guide**

<b>Unit 1: Movement Education/Rhythm</b>	<b>Approximately 30 Days</b>
<b>Unit 2: Wellness</b>	<b>Approximately 30 Days</b>
<b>Unit 3: Manipulative Skills</b>	<b>Approximately 30 Days</b>
<b>Unit 4: Movement Education – Locomotor/Non-locomotor Skills</b>	<b>Approximately 30 Days</b>
<b>Unit 5: Cooperative Games</b>	<b>Approximately 30 Days</b>

**All Units will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21st Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

<b>Unit 1: Movement Education/ Rhythm</b>	<b>Duration:</b> Ongoing
<b>Standards</b>	
<b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
<b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	



<b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science	
<b>21st century themes:</b> 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.	
<b>A. Movement Skills and Concepts</b>	P Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.
	2.5. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
	2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
	2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
	2 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
<b>C. Sportsmanship Rules, and Safety</b>	2 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.
	2.5.2. C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
<b>2.6 Fitness</b>	2 Appropriate types and amounts of physical activity enhance personal health.
	2.6.2. A.1 Explain the role of regular physical activity in relation to personal health.
<b>SL.K.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.2.1.A</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>1.3.2.A.1</b>	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
<b>1.3.2.A.3</b>	Define and maintain personal space, concentrate, and appropriately direct focus while performing

	movement skills.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <p>2.5</p> <ul style="list-style-type: none"> <li>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>	<p>2.5</p> <ul style="list-style-type: none"> <li>How can you be a good sport?</li> <li>Why do we have rules in Physical Education?</li> <li>Can you name the effects of when a rule is broken?</li> </ul>
<p>2.6</p> <ul style="list-style-type: none"> <li>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>Appropriate types and amounts of physical activity enhance personal health.</li> </ul>	<p>2.6</p> <ul style="list-style-type: none"> <li>Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)?</li> <li>Can you use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)?</li> <li>How does regular physical activity promote wellness?</li> <li>Do you think that your personal physical fitness testing should improve from year to year due to your participation in physical activity?</li> </ul>
<b>Evidence of Student Learning</b>	

Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question and answer</li> <li>• Student participation</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric score</li> <li>• Physical Fitness Test</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Physical Fitness Test</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
Knowledge and Skills	
Content	Skills
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space.</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Develop and refine basic gross motor skills (i.e. walking, jogging, jumping). (K)</li> </ul>

<ul style="list-style-type: none"> <li>Respond in movement to changes in tempo, beat, rhythm, or musical style</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate levels, direction, ranges and pathways in a controlled and applied setting. (K)</li> <li>Demonstrate appropriate control while moving in personal and general space.(i.e. game, physical activity, dance) (1)</li> <li>Explain and demonstrate how basic movement and safety play a role in movement activity. (1)</li> <li>Respond to a change in tempo, beat, rhythm, and musical style while performing in time, and with appropriate force and flow. (1)</li> <li>Utilize refined gross motor skills in an applied setting. (2)</li> <li>Understand basic gross motor skills leads to the foundation for regular physical activity. (2)</li> <li>Corrects movement in response to feedback provided by both teachers and peers. (2)</li> <li>Identify and demonstrate that movement skills can be modified according to the change in music (i.e. tempo, beat, rhythm, and musical style). (2)</li> <li>Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<b>Warming Up Movement Song-</b> Students will follow along with the movements described on the . Teacher will model movements in front of the class.	Music & Movement in the Classroom

<b>RPS-</b> The Students will perform various locomotor movements while playing “Rock, Paper, Scissor” Activity.	<u>The First Six Minutes</u> -Hal Cramer
<b>Move Slow/Move Fast:</b> Students will respond to varied tempos of music being played. Teacher will prompt and suggest movements for students in need of support.	<b>Music</b> <a href="http://www.SuperSimpleSongs.com">www.SuperSimpleSongs.com</a> Kidz Bop Various Music
<b>Literature</b>	
<ul style="list-style-type: none"> <li>• Ready-to-Use PE Activities K-6 Landy &amp; Landy</li> <li>• The First Six Minutes Hal Cramer</li> </ul>	
<b>Websites</b>	
Lesson Plan ideas	<ul style="list-style-type: none"> <li>• <a href="http://www.Pecentral.org">www.Pecentral.org</a></li> <li>• <a href="http://www.Peuniverse.com">www.Peuniverse.com</a></li> <li>• www.Physedgames.com</li> </ul>
Skill Introduction	<ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> </ul>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student’s native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> <li>• Total Physical Response (TPR) : kinesthetic learning</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Challenge with additional movements</li> <li>• Challenge with increased tempo</li> </ul>	
<b>Basic Skills</b>	

- Modify speed
- Simplify movements
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs

**Economically Disadvantaged**

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Examples
- Allow Students Additional Time to Complete Activity

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

<b>Unit 2: Wellness</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p><b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p><b>2.1 Wellness:</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science</p> <p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>		
<b>2.6- Fitness</b>		
<b>A. Fitness and Physical Activity</b>	2 Appropriate types and amounts of physical activity enhance personal health.	
	2.6.2. A.1 Explain the role of regular physical activity in relation to personal health. 2.6.2. A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 2.6.2. A.3 Develop a fitness goal and monitor progress towards achievement of the goal.	
<b>2.5- Motor Skill Development</b>		
<b>C. Sportsmanship, Rules, and Safety</b>	2 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	
	2.5.2. C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	

<b>2.1 Wellness</b>	
<b>A. Personal Growth and Development</b>	2 Health-enhancing behaviors contribute to wellness. 2.1.2. A.1 Explain what being “well” means and identify self-care practices that support wellness.
<b>B. Nutrition</b>	2 Choosing a balanced variety of nutritious foods contributes to wellness. 2.1.2. B.1 Explain why some foods are healthier to eat than others.
<b>SL.K.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.2.1.A</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>1.3.2.A.3</b>	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <p>2.6</p> <ul style="list-style-type: none"> <li>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>Appropriate types and amounts of physical activity enhance personal health.</li> </ul>	<p>2.6</p> <ul style="list-style-type: none"> <li>Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)?</li> <li>Can you use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)?</li> <li>How does regular physical activity promote wellness?</li> <li>Do you think that your personal physical fitness testing should improve from year to year due to</li> </ul>



	your participation in physical activity?
2.5 <ul style="list-style-type: none"> <li>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>	2.5 <ul style="list-style-type: none"> <li>How can you be a good sport?</li> <li>Why do we have rules in Physical Education?</li> <li>Can you name the effects of when a rule is broken?</li> </ul>
2.1 <ul style="list-style-type: none"> <li>Self-help skills and good hygiene promote wellness.</li> <li>Symptoms of common diseases and health conditions are signs illness.</li> <li>Personal feelings can affect wellness.</li> </ul>	2.1 <ul style="list-style-type: none"> <li>What are some self-care practices that support wellness?</li> <li>What are some symptoms of common diseases and health conditions?</li> <li>What affect can feelings have on one's • Wellness?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Checklist</li> <li>Verbal question and answer</li> <li>Self-evaluation of performance and progress</li> </ul>	<ul style="list-style-type: none"> <li>Rubric score</li> <li>Physical Fitness Test</li> </ul>

<ul style="list-style-type: none"> <li>• Peer Assessment</li> <li>• Conference between student and teacher</li> <li>• Student participation</li> </ul>	<p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Physical Fitness Test</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills:</b>
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Explain the role of regular physical activity in relation to personal health</li> <li>• Determine the physical, social, emotional, and intellectual benefits of regular physical activity</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Explain how one's decisions to be active can have a direct impact on the way they feel. (K)</li> <li>• Explain how regular physical activity contributes to being "well". (K)</li> <li>• Identify the basic safety rules that should be applied when participating in any movement activity. (K)</li> <li>• Identify foods that promote a healthy lifestyle. (K)</li> <li>• Develop decision making skills that promote participation in moderate to vigorous age appropriate physical activities. (1)</li> <li>• Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the</li> </ul>

	<p>achievement of obtaining wellness goals. (1)</p> <ul style="list-style-type: none"> <li>• Explain what it means to be physically fit and how moderate to vigorous physical activity aids in the achievement of obtaining wellness goals. (1)</li> <li>• Explain how healthy food choices relate to personal wellness. (1)</li> <li>• Recognize how one's feelings can impact the progress toward the achievement of a wellness goal. (1)</li> <li>• Describe how outside factors influence decision making in regards to setting a fitness goal. (2)</li> <li>• Develop a fitness goal and monitor how it might affect one's overall wellness. (2)</li> <li>• Demonstrate basic activity and safety rules while engaging in moderate to vigorous age appropriate physical activity. (2)</li> <li>• Determine why making healthier food choices influences long term wellness goals. (2)</li> <li>• Determine how participation in regular physical activity may help to prevent common health</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<b>Introduction of Physical Fitness Test Tests-</b> Students will be assessed on Curl ups, Pushups, Sit and Reach, Pacer, Shoulder Stretch	<a href="http://www.cooperinstitute.org/Physical Fitness Test">www.cooperinstitute.org/Physical Fitness Test</a>
<b>Four Corner Fitness-</b> Students will be performing a locomotor movement around the perimeter of the gym until	<a href="http://www.pecentral.org">www.pecentral.org</a>

signaled to stop. Upon stopping the students will go to the closest cone. Teacher rolls a die to see which group of students will get to perform an exercise activity.	
<b>Healthy Heart-</b> Students will find/ take their pulse. And, explain the difference between moderate and vigorous activity.	The First Six Minutes Hal Cramer
<b>Literature</b>	
<ul style="list-style-type: none"> <li>Physical Fitness Test &amp; ActivityGram Marilu D. Meredith &amp; Gregory J. Welk</li> </ul>	
<b>Websites</b>	
Lesson Plan Ideas	<ul style="list-style-type: none"> <li><a href="http://www.PECentral.org">www.PECentral.org</a></li> <li><a href="http://www.PEUniverse.com">www.PEUniverse.com</a></li> <li><a href="http://www.supportrealteachers.org">www.supportrealteachers.org</a></li> <li>Greater Activities Newspaper</li> </ul>
Skill Introductions	<ul style="list-style-type: none"> <li><a href="http://www.youtube.com">www.youtube.com</a></li> <li><a href="http://www.cooperinstitute.org/Physical%20Fitness%20Test">www.cooperinstitute.org/Physical Fitness Test</a></li> </ul>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>Simplify content</li> <li>Google Translator</li> <li>Multi - language word wall</li> <li>Total Physical Response (TPR) : kinesthetic learning</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.</li> <li>Assign student to be a peer tutor/partner instructor.</li> </ul>	
<b>Basic Skills</b>	

- Modify speed
- Simplify movements
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs

**Economically Disadvantaged**

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Examples
- Allow Students Additional Time to Complete Activity

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

<b>Unit 3: Manipulative Skills</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science</p> <p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>		
<b>2.5- Motor Skill Development</b>		
A. Movement Skills and Concepts	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	
	2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).	
	2 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	
	2.5.2. A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). 2.5.2. A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.	
C. Sportsmanship	2 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	

, Rules, and Safety	2.5.2. C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
<b>2.6 Fitness</b>	
A. Fitness and Physical Activity.	2 Appropriate types and amounts of physical activity enhance personal health.
	2.6.2. A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
<b>SL.K.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.2.1.A</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>1.3.2.A.3</b>	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <p>2.5</p> <ul style="list-style-type: none"> <li>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>	<p>2.5</p> <ul style="list-style-type: none"> <li>How can you be a good sport?</li> <li>Why do we have rules in Physical Education?</li> <li>Can you name the effects of when a rule is broken?</li> </ul>
<p>2.6</p> <ul style="list-style-type: none"> <li>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>Appropriate types and amounts of physical activity</li> </ul>	<p>2.6</p> <ul style="list-style-type: none"> <li>Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)?</li> <li>Can you use objects and props to develop spatial</li> </ul>

enhance personal health.	<p>and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)?</p> <ul style="list-style-type: none"> <li>• How does regular physical activity promote wellness?</li> <li>• Do you think that your personal physical fitness testing should improve from year to year due to your participation in physical activity?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question and answer</li> <li>• Self-evaluation of performance and progress</li> <li>• Peer Assessment</li> <li>• Conference between student and teacher</li> <li>• Student participation</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric score</li> <li>• Physical Fitness Test</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Physical Fitness Test</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality</li> </ul>



	Representation or Understanding <ul style="list-style-type: none"> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will...</i> <ul style="list-style-type: none"> <li>• Explain the role of regular physical activity in relation to personal health</li> <li>• Determine the physical, social, emotional, and intellectual benefits of regular physical activity</li> </ul>	<i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Develop spatial and coordination skills through movement and manipulative activities such as walking on a balance beam, twirling a hula- hoop, or buttoning and unbuttoning. (K)</li> <li>• Perform various movement and manipulative skills (kicking, striking) with developmentally appropriate control during skill practice. (K)</li> <li>• Identify body parts (hands, feet, knees, head) that may be used to control different objects during various manipulative activities. (K)</li> <li>• Safely demonstrate basic throwing and catching skills that develop coordination. (1)</li> <li>• Demonstrate various movement and manipulative skills (throw, catch) with developmentally appropriate control during games, dance, and physical activity. (1)</li> <li>• Manipulate objects (ball, bean bags, hula- hoops) with different parts of the body during skill practice. (1)</li> <li>• Demonstrate changes in movement (time, force flow) while manipulating objects [bouncing, dribbling</li> </ul>

	<p>(soccer), catching] in personal and general space. (1)</p> <ul style="list-style-type: none"> <li>• Demonstrate manipulative skills (kicking, striking, bouncing) with increased mastery during skill practice, games, and other physical activities. (2)</li> <li>• Explain and demonstrate how objects (ball, bean bags, hula- hoops) should be used in practice, games, and other physical activity in a safe manner. (2)</li> <li>• Demonstrate the appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, striking. (2)</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<b>Throwing and catching-</b> “Clean out your backyard game” - students will be continuously throwing one yarn ball at a time across to the other team.	P.E central
<b>Card Sharks-</b> Students will dribble a ball to a card. Black card displayed- dribble the amount of times numbered on the card. Red card, toss and catch the amount of times numbered on the card.	Greater Activities Newspaper
<b>Soccer-</b> “Driving with Style” students will continuously be working on the skills of dribbling, trapping and passing.	Greater Activities Newspaper
<b>Home Run Derby-</b> Students will be working on striking a ball off of a cone	Ready-to-Use PE Activities K-6 Landy & Landy
<b>Websites</b>	

Lesson Plan Ideas	<ul style="list-style-type: none"> <li>• <a href="http://www.PECentral.org">www.PECentral.org</a></li> <li>• <a href="http://www.PEUniverse.com">www.PEUniverse.com</a></li> <li>• <a href="http://www.supportrealteachers.org">www.supportrealteachers.org</a></li> <li>• Greater Activities Newspaper</li> </ul>
Skill Introductions	<ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> </ul>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> <li>• Total Physical Response (TPR) : kinesthetic learning</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.</li> <li>• Assign student to be a peer tutor/partner instructor.</li> </ul>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Modify speed</li> <li>• Simplify movements</li> <li>• Total Physical Response (TPR) : kinesthetic learning</li> <li>• Provide Students with Verbal and Visual Directions</li> <li>• Preview Vocabulary and Skills Before Lesson to Build Background Knowledge</li> <li>• Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs</li> </ul>	
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>• Modify speed</li> <li>• Simplify or Modify Movements</li> <li>• Provide Students with Visuals (through pictures or videos) as Examples</li> <li>• Allow Students Additional Time to Complete Activity</li> </ul>	
<b>Special Education</b>	

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

<b>Unit 4: Movement Education Locomotor/Non-locomotor Skills</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p><b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science</p> <p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>		
<b>2.5- Motor Skill Development</b>		
A. Movement Skills and Concepts	P Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	
	2.5. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching). 2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).	
	2 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	
	2.5.2. A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2. A.4 Correct movement errors in response to feedback.	
C. Sportsmanship,	2 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	

Rules, and Safety	2.5.2. C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.						
<b>2.6- Fitness</b>							
A. Fitness and Physical Activity	2 Appropriate types and amounts of physical activity enhance personal health.						
	2.6.2. A.1 Explain the role of regular physical activity in relation to personal health.						
<b>SL.K.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).						
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).						
<b>SL.2.1.A</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).						
<b>1.3.2.A.3</b>	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.						
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.						
<table border="1"> <thead> <tr> <th>Essential Understandings</th><th>Essential Questions</th></tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i>   2.5 <ul style="list-style-type: none"> <li>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul> </td><td> 2.5 <ul style="list-style-type: none"> <li>How can you be a good sport?</li> <li>Why do we have rules in Physical Education?</li> <li>Can you name the effects of when a rule is broken?</li> </ul> </td></tr> <tr> <td> 2.6 <ul style="list-style-type: none"> <li>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>Appropriate types and amounts of physical activity enhance personal health.</li> </ul> </td><td> 2.6 <ul style="list-style-type: none"> <li>Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)?</li> <li>Can you use objects and props to develop spatial and coordination skills (e.g., throws and catches</li> </ul> </td></tr> </tbody> </table>		Essential Understandings	Essential Questions	<i>Students will understand that...</i>  2.5 <ul style="list-style-type: none"> <li>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>	2.5 <ul style="list-style-type: none"> <li>How can you be a good sport?</li> <li>Why do we have rules in Physical Education?</li> <li>Can you name the effects of when a rule is broken?</li> </ul>	2.6 <ul style="list-style-type: none"> <li>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>Appropriate types and amounts of physical activity enhance personal health.</li> </ul>	2.6 <ul style="list-style-type: none"> <li>Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)?</li> <li>Can you use objects and props to develop spatial and coordination skills (e.g., throws and catches</li> </ul>
Essential Understandings	Essential Questions						
<i>Students will understand that...</i>  2.5 <ul style="list-style-type: none"> <li>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>	2.5 <ul style="list-style-type: none"> <li>How can you be a good sport?</li> <li>Why do we have rules in Physical Education?</li> <li>Can you name the effects of when a rule is broken?</li> </ul>						
2.6 <ul style="list-style-type: none"> <li>Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>Appropriate types and amounts of physical activity enhance personal health.</li> </ul>	2.6 <ul style="list-style-type: none"> <li>Can you demonstrate gross and fine motor skills (e.g., hopping, galloping, jumping, running, and marching)?</li> <li>Can you use objects and props to develop spatial and coordination skills (e.g., throws and catches</li> </ul>						

	<p>balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons)?</p> <ul style="list-style-type: none"> <li>• How does regular physical activity promote wellness?</li> <li>• Do you think that your personal physical fitness testing should improve from year to year due to your participation in physical activity?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question and answer</li> <li>• Self-evaluation of performance and progress</li> <li>• Peer Assessment</li> <li>• Conference between student and teacher</li> <li>• Student participation</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric score</li> <li>• Physical Fitness Test</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Physical Fitness Test</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> </ul>

	<ul style="list-style-type: none"> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Explain the role of regular physical activity in relation to personal health</li> <li>• Determine the physical, social, emotional, and intellectual benefits of regular physical activity</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Develop and refine fine and stationary gross motor skills while in self- space. (e.g. twisting, bending e.g., work towards using smaller sized manipulative during activity). (K)</li> <li>• Demonstrate basic activity and safety rules when refining non-locomotor skills (e.g. twisting, bending, stretching, curling). (K)</li> <li>• Demonstrate changes in time, force, and flow while moving in self- space. (e.g. stretching, curling) (1)</li> <li>• Demonstrate basic activity and safety rules and explain how they contribute to stationary movement (e.g. twisting, curling) in a safe environment. (1)</li> <li>• Demonstrate movement in self- space (stationary) at different levels, directions, and ranges while correcting movement errors in response to teacher feedback. (2)</li> <li>• Explain the role that non-locomotor skills (e.g. twisting, bending, stretching, curling) play in regular physical activity in relation to personal health. (2)</li> </ul>
<b>Instructional Plan</b>	



Suggested Activities	Resources
<p><b>Locomotor Relay Races- Students</b> will be split into six teams and will practice performing locomotor skills through relay races.</p>	<p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.peuniverse.com">www.peuniverse.com</a></p>
<p><b>Follow the Leader:</b> Students will demonstrate changes in time, force, and flow while safely moving in self-space.</p> <p>Teacher will lead the class in “Follow the Leader”. Students will mirror their teacher as they are led through a series of stationary movements in self-space. Teachers may use movements like static stretching, jumping jacks, high jumps, low jumps, marching in place, running in place, etc. to assess the students’ abilities to demonstrate the changes in time, force, and flow. Teacher will also assess for the students ability to demonstrate or explain how safety should play a role in these types of movements and activities.</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe1u4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe1u4.pdf</a></p>
<p><b>Teacher Says:</b> Students will develop and refine fine and gross motor skills while stationary. “Simon Says”. The teacher will align students so they are all facing forward and have appropriate room to perform in self-space. The teacher will ask the students to first mirror the movements that the teachers is performing while also describing them orally. Movements like bending, twisting, jogging or marching in self-space will be performed. The teacher will then ask the students to only perform the movements that describe if they are prefaced by the term “Simon Says”. As the activity progresses the teacher may use different types</p>	<p><a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/peku4.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/peku4.pdf</a></p>

of equipment (yarn balls, scarves, etc.) to integrate fine motor skills. Teachers will observe students for the ability to perform the different fine and gross motor skills. Teachers will also observe the students' ability to demonstrate appropriate activity and safety rules while performing the non-locomotor movements in self-space. Teachers may use a checklist to record their observations.	
<b>Websites</b>	
Health and Physical Education	<a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a>
<a href="http://www.pecentral.org">www.pecentral.org</a>	<a href="http://www.sportime.org">www.sportime.org</a>
<a href="http://www.shapeamerica.org">www.shapeamerica.org</a>	<a href="http://www.njahperd.org">www.njahperd.org</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> <li>• Total Physical Response (TPR) : kinesthetic learning</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.</li> <li>• Assign student to be a peer tutor/partner instructor.</li> </ul>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Modify speed</li> <li>• Simplify movements</li> <li>• Total Physical Response (TPR) : kinesthetic learning</li> <li>• Provide Students with Verbal and Visual Directions</li> </ul>	

- |   |
|---|
| <ul style="list-style-type: none"><li>● Preview Vocabulary and Skills Before Lesson to Build Background Knowledge</li><li>● Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs</li></ul>  |
| <b>Economically Disadvantaged</b> <ul style="list-style-type: none"><li>● Modify speed</li><li>● Simplify or Modify Movements</li><li>● Provide Students with Visuals (through pictures or videos) as Examples</li><li>● Allow Students Additional Time to Complete Activity</li></ul>  |
| <b>Special Education</b> <ul style="list-style-type: none"><li>● Provide differentiated instruction as needed</li><li>● Follow all IEP modifications/504 plan</li><li>● Provide manipulatives</li><li>● Provide student with cool off location.</li><li>● Provide variety of size manipulatives to accommodate student needs.</li></ul> |

<b>Unit 5: Cooperative Games</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science</p> <p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>		
<b>2.5- Motor Skill Development</b>		
A. Movement Skills and Concepts	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	
	2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).	
	2 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	
	2.5.2. A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 2.5.2. A.4 Correct movement errors in response to feedback.	
C. Sportsmanship, Rules, and Safety	2 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	
	2.5.2. C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	
<b>SL.K.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).	
<b>SL.1.1.A</b>	Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time	

	about the topics and texts under discussion).
<b>SL.2.1.A</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>1.3.2.A.3</b>	Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
<b>8.1.2.E.1</b>	Use digital tools and online resources to explore a problem or issue.
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <p>2.5</p> <ul style="list-style-type: none"> <li>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>	<p>2.5</p> <ul style="list-style-type: none"> <li>How can you be a good sport?</li> <li>Why do we have rules in Physical Education?</li> <li>Can you name the effects of when a rule is broken?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Checklist</li> <li>Verbal question and answer</li> <li>Self-evaluation of performance and progress</li> <li>Peer Assessment</li> <li>Conference between student and teacher</li> <li>Student participation</li> </ul>	<ul style="list-style-type: none"> <li>Rubric score</li> <li>Physical Fitness Test</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>Physical Fitness Test</li> </ul>

	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will...</i> <ul style="list-style-type: none"> <li>• Explain the role of regular physical activity in relation to personal health</li> <li>• Determine the physical, social, emotional, and intellectual benefits of regular physical activity</li> </ul>	<i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Distinguish between an offensive player and a defensive player during game play. (K)</li> <li>• Explain what it means to display good sportsmanship. (K)</li> <li>• Demonstrate cooperative and competitive strategies in movement activities and modified games. (K)</li> <li>• Explain and demonstrate the roles of offensive and defensive players and the impact they have during game play. (1)</li> <li>• Demonstrate good sportsmanship in games or other activities. (1)</li> <li>• Compare and contrast cooperative versus competitive strategies in games, sports, and</li> </ul>

	<p>movement activities. (1)</p> <ul style="list-style-type: none"> <li>Independently transition from offensive to defensive effectively during games or recreational activities. (2)</li> <li>Determine how basic safety, good sportsmanship and attitudes impact physical performance in games or recreational activities. (2)</li> <li>Explain and demonstrate how student attitudes affect cooperative strategies when trying to attain a common goal. (2)</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<b>Marble Maze-</b> Students will be holding onto a tarp trying to get a ball to travel around the tarp without falling into one of the holes in the tarp.	Marble Maze
<p><b>Partner Tag:</b> Students will demonstrate the roles of offensive and defensive players, display good sportsmanship, and compare and contrast cooperative versus competitive strategies in games, sports, and movement activities.</p> <p>Students will be grouped in pairs and given the parameters of space of play. One student will be designated the tagger (offensive) and the other student in the pair will be the fleeing student (defensive). The tagger (offensive) will chase their partner trying to tag them. The student who is fleeing (defensive) will need to stay away from the tagger</p>	<a href="http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe1u5.pdf">http://www.state.nj.us/education/modelcurriculum/assessment/pw/peh/pe1u5.pdf</a>

<p>as long as possible. The teacher will stop the activity after the stipulated time and the partners will switch roles so both students will be able to demonstrate the offensive or defensive roles. After all students have played both roles the teacher will put two pairs of students together as one four- student group. Two of the students will be the designated taggers and two will be the fleers. Students will need to display both cooperative (teamwork, communication, etc.) and competitive (dodging, fleeing, chasing) strategies to tag or evade the other pair. If one of the students is tagged they will join the taggers and work together to tag the remaining student from their group. Students should be able to demonstrate the ability to compare and contrast if they should use cooperative or competitive strategies to complete the activity. Students will also be observed for their ability to demonstrate proper sportsmanship (follows rules, stays in parameters, etc.) during all phases of the activity. Teachers may use a checklist to assess their students during the activity.</p>	
<p style="text-align: center;"><b>Websites</b></p>	
<p><a href="http://www.pecentral.org">www.pecentral.org</a> <a href="http://www.njahperd.org">www.njahperd.org</a></p>	<p><a href="http://www.shapeamerica.org">www.shapeamerica.org</a> <a href="http://www.sportime.com">www.sportime.com</a></p>
<p style="text-align: center;"><b>Accommodations &amp; Modifications</b></p>	
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native</li> </ul>	



<ul style="list-style-type: none"> <li>language</li> <li>• Simplify movements</li> <li>• Multi - language word wall</li> <li>• Total Physical Response (TPR) : kinesthetic learning</li> </ul>
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.</li> <li>• Assign student to be a peer tutor/partner instructor.</li> </ul>
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Modify speed</li> <li>• Simplify movements</li> <li>• Total Physical Response (TPR) : kinesthetic learning</li> <li>• Provide Students with Verbal and Visual Directions</li> <li>• Preview Vocabulary and Skills Before Lesson to Build Background Knowledge</li> <li>• Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs</li> </ul>
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>• Modify speed</li> <li>• Simplify or Modify Movements</li> <li>• Provide Students with Visuals (through pictures or videos) as Examples</li> <li>• Allow Students Additional Time to Complete Activity</li> </ul>
<b>Special Education</b> <ul style="list-style-type: none"> <li>• Provide differentiated instruction as needed</li> <li>• Follow all IEP modifications/504 plan</li> <li>• Provide manipulatives</li> <li>• Provide student with cool off location.</li> <li>• Provide variety of size manipulatives to accommodate student needs.</li> </ul>

# Estell Manor School District

## Physical Education Curriculum Grade 3 & 4

## **Philosophy**

All Estell Manor Elementary students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun!

The Physical Education Units for grades K-8 are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next.

All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Primary Interdisciplinary Connections: Math, Language Arts, Science

**Grade 3 & 4**  
**Physical Education Pacing Guide**

<b>Unit 1: Movement Education/Rhythm</b>	<b>Approximately 30 Days</b>
<b>Unit 2: Wellness</b>	<b>Approximately 30 Days</b>
<b>Unit 3: Manipulative Skills</b>	<b>Approximately 30 Days</b>
<b>Unit 4: Movement Education – Locomotor/Non-locomotor Skills</b>	<b>Approximately 30 Days</b>
<b>Unit 5: Cooperative Games</b>	<b>Approximately 30 Days</b>

**All Units will address the following 21st Century Life and Careers skills:**

<b>Check all that apply 21<sup>st</sup> Century Themes</b>		<b>Career Ready Practices</b>	
<b>9.1</b>	<b>Personal Financial Literacy</b>	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.

	Insuring and Protecting		CRP8.Utilize critical thinking to make sense of problems and persevere in solving them.
<b>9.2</b>	<b>Career Awareness, Exploration, and Preparation</b>		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

<b>Unit: Movement Education/ Rhythm</b>	<b>Duration:</b> Ongoing
<b>Standard</b>	
<b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
<b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a	

healthy, active lifestyle.

**Primary interdisciplinary connections:** Mathematics, Language Arts Literacy, Science

**21st century themes:** 9.1 21st-Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture

<b>A. Movement Skills and Concepts</b>	4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
	2.5.4. A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
	2.5.4. A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
	2.5.4. A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	4 Ongoing feedback impacts improvement and effectiveness of movement actions
	2.5.4. A.4 Correct movement errors in response to feedback and explain how the change improves performance.
<b>2.6-Fitness</b>	
<b>A. Fitness and Physical Activity</b>	Each component of fitness contributes to personal health as well as motor skill performance.
	2.6.4. A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
	2.6.4. A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
<b>SL.3.1.B</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.4.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>1.3.5.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
<b>8.1.5.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <p><b>2..5</b></p> <ul style="list-style-type: none"> <li>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>Ongoing feedback impacts improvement and effectiveness of movement actions.</li> </ul>	<ul style="list-style-type: none"> <li>Can you demonstrate movement sequences, in response to various tempos, rhythms, and musical styles?</li> <li>Does feedback help you to correct movement errors?</li> <li>What body management skills do you use to control yourself when moving in relation to others in personal and general space?</li> </ul>
<p><b>2..6</b></p> <ul style="list-style-type: none"> <li>Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>	<ul style="list-style-type: none"> <li>How does regular physical activity promote wellness?</li> <li>What are the benefits of regular physical activity?</li> <li>Can you name age-appropriate activities that address each component of health-related and skill-related fitness?</li> </ul>
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Checklist</li> <li>Verbal question and answer</li> <li>Self-evaluation of performance and progress</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Rubric score</li> <li>Fitnessgram</li> <li>Performance Test- Run for your Money</li> </ul> <p><b>Benchmark Assessment</b></p>



	<ul style="list-style-type: none"> <li>• FitnessGram</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Demonstrate changes in time, force, and flow while moving in personal and general space.</li> <li>• Respond in movement to changes in tempo, beat, rhythm, or musical style</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Demonstrate essential elements of movement while performing non locomotor (stretching, bending) and locomotor (galloping, running) activities. (3)</li> <li>• Perform essential elements of movement in a rhythmic activity. (3)</li> <li>• Demonstrate appropriate control when engaging in game, activity, or dance in various applied settings. (3)</li> <li>• Explain how executing essential elements of movement may affect one's personal health and fitness. (4)</li> <li>• Explain how the correction of movement errors in response to teacher/peer feedback will improve movement in games, activities or dance. (4)</li> <li>• Combine accurate rhythm, coordination, and</li> </ul>

	<p>movement patterns while participating in games, activities and dance. (4)</p> <ul style="list-style-type: none"> <li>• Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• <b>You're Safe!:</b> Teacher will work with students to review safety rules for general PE classes and for each specific activity. Teacher will create a chart and post safety rules in PE areas.</li> </ul>	<a href="http://www.PECentral.org">www.PECentral.org</a>
<ul style="list-style-type: none"> <li>• <b>Everybody's It!:</b> All students will be identified as chaser or fleeing student. If tagged, students "take a knee" until they are tagged again to be "freed".</li> </ul>	<b>Music</b> <a href="http://www.SuperSimpleSongs.com">www.SuperSimpleSongs.com</a>
<ul style="list-style-type: none"> <li>• <b>Just Dance:</b> Students will follow directions from teacher instructed dances and/or Wii: Just Dance</li> </ul>	<b>Nintendo Wii game console</b> <a href="http://www.PECentral.org">www.PECentral.org</a>
<b>Websites</b>	
<ul style="list-style-type: none"> <li>• Lesson Plan Ideas</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.PECentral.org">www.PECentral.org</a></li> <li>• <a href="http://www.PEUniverse.com">www.PEUniverse.com</a></li> <li>• <a href="http://www.supportrealteachers.org">www.supportrealteachers.org</a></li> </ul>
<ul style="list-style-type: none"> <li>• Skill Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.Stack52.com">www.Stack52.com</a></li> <li>• <a href="http://www.Christylane.com">www.Christylane.com</a></li> </ul>

## **Suggested Options for Differentiation**

### **English Language Learners**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall
- Total Physical Response (TPR) : kinesthetic learning

### **Gifted and Talented**

- Challenge with additional movements
- Challenge with increased tempo

### **Basic Skills/Economically Disadvantaged**

- Modify speed
- Simplify movements

### **Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

<b>Unit: Wellness</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p><b>2.1 Wellness</b> All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p><b>2.2 Integrated Skills:</b> All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science</p> <p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>		
<b>2.6 Fitness:</b>		
<b>A. Fitness and Physical Activity</b>	4 Each component of fitness contributes to personal health as well as motor skill performance.	
	2.6.4. A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.	
	2.6.4. A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.	
	2.6.4. A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.	
	2.6.4. A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.	
<b>2.1-Wellness</b>		
<b>A. Personal Growth and Development</b>	4 The dimensions of wellness are interrelated and impact overall personal well-being.	
	2.1.4. A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.	

<b>B. Nutrition</b>	4 Choosing a balanced variety of nutritious foods contributes to wellness.				
	2.1.4. B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.				
<b>2.2- Integrated Skills</b>					
<b>B. Decision Making and Goal Setting</b>	4 Many health-related situations require the application of a thoughtful decision-making process.				
	2.2.4. B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.				
	2.2.4. B.4 Develop a personal health goal and track progress.				
<b>SL.3.1.B</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).				
<b>SL.4.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.				
<b>1.3.5.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.				
<b>8.1.5.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.				
<table border="1"> <thead> <tr> <th>Essential Understandings</th><th>Essential Questions</th></tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i>   2.6 <ul style="list-style-type: none"> <li>Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul> </td><td> 2.6 <ul style="list-style-type: none"> <li>How does regular physical activity promote wellness?</li> <li>What are the benefits of regular physical activity?</li> <li>Can you name age-appropriate activities that address each component of health-related and skill-related fitness?</li> </ul> </td></tr> </tbody> </table>		Essential Understandings	Essential Questions	<i>Students will understand that...</i>  2.6 <ul style="list-style-type: none"> <li>Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>	2.6 <ul style="list-style-type: none"> <li>How does regular physical activity promote wellness?</li> <li>What are the benefits of regular physical activity?</li> <li>Can you name age-appropriate activities that address each component of health-related and skill-related fitness?</li> </ul>
Essential Understandings	Essential Questions				
<i>Students will understand that...</i>  2.6 <ul style="list-style-type: none"> <li>Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>	2.6 <ul style="list-style-type: none"> <li>How does regular physical activity promote wellness?</li> <li>What are the benefits of regular physical activity?</li> <li>Can you name age-appropriate activities that address each component of health-related and skill-related fitness?</li> </ul>				

<b>2.1</b> <ul style="list-style-type: none"> <li>The use of disease prevention strategies in home, school, and community promotes personal health.</li> </ul>	<ul style="list-style-type: none"> <li>Are most diseases and health conditions are preventable?</li> <li>Can you tell how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions?</li> <li>How does mental health impact one's wellness?</li> </ul>
<b>2.2</b> <ul style="list-style-type: none"> <li>Effective communication may be a determining factor in the outcome of health- and safety-related situations. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>Can you describe and demonstrate the effective use of communication skills, including refusal, negotiation and assertiveness?</li> <li>How can you resolve disagreements peacefully?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Checklist</li> <li>Verbal question and answer</li> <li>Self-evaluation of performance and progress</li> <li>Peer Assessment</li> <li>Conference between student and teacher</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Rubric score</li> <li>Fitnessgram</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>FitnessGram</li> </ul>

	<b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will...</i> <ul style="list-style-type: none"> <li>• Explain the role of regular physical activity in relation to personal health</li> <li>• Determine the physical, social, emotional, and intellectual benefits of regular physical activity</li> <li>• Develop a fitness goal and monitor towards achievement of the goal.</li> </ul>	<i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Identify each health-related and skill-related fitness component of fitness. (3)</li> <li>• Determine the short and long term physical, social, emotional and intellectual benefits of participating in regular physical activity (3)</li> <li>• Identify which factors (personal, hereditary, environmental) might play a role in determining one's personal fitness level.(3)</li> <li>• Describe specific strategies that will maintain or improve each health-related and skill- related fitness component. (4)</li> <li>• Develop health-related fitness goals based on the assessment of one's personal fitness- level and track progress using health/fitness indicators. (4)</li> <li>• Identify factors (health status, interests, environmental) that impact personal fitness and explain their potential positive and negative effects.</li> </ul>

	(4)
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<b>How Do You Feel:</b> After performing activities, students will be asked how they feel. The students will be required to describe their physical state (heart beating fast, sweating, tired, energized, etc).	<a href="http://www.PECentral.org">www.PECentral.org</a>
<b>Fitnessgram Assessment:</b> Students are assessed on Curl ups, Push-ups, Sit and Reach, Pacer	<a href="http://www.cooperinstitute.org/fitnessgram">www.cooperinstitute.org/fitnessgram</a> <a href="http://www.myhealthzone.fitnessgram.net">www.myhealthzone.fitnessgram.net</a>
<b>Websites</b>	
Lesson Plan Ideas	<ul style="list-style-type: none"> <li>• <a href="http://www.PECentral.org">www.PECentral.org</a></li> <li>• <a href="http://www.PEUniverse.com">www.PEUniverse.com</a></li> <li>• <a href="http://www.supportrealteachers.org">www.supportrealteachers.org</a></li> </ul>
Skill Introductions	<ul style="list-style-type: none"> <li>• <a href="http://www.youtube.com">www.youtube.com</a></li> <li>• <a href="http://www.cooperinstitute.org/fitnessgram">www.cooperinstitute.org/fitnessgram</a></li> <li>• Book : Fitness for Children by Curt Hinson</li> </ul>
<b>Suggested Options for Differentiation</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> <li>• Total Physical Response (TPR) : kinesthetic learning</li> </ul>	
<b>Gifted and Talented</b>	



- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.
- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Assign student to be a peer tutor/partner instructor.

**Basic Skills/Economically Disadvantaged**

- Assign student a peer tutor/partner learner when necessary.
- Modify Fitnessgram test
- Allow students additional time to complete activity
- Modify speed
- Simplify movements

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.

<b>Unit: Manipulative Skills</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p><b>2.6 Fitness:</b> All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle</p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science</p> <p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>		
<b>2.5- Motor Skill Development</b>		
<b>A. Movement Skills and Concepts</b>	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	
	2.5.4. A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	
	2.5.4. A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.	
<b>C. Sportsmanship, rules, and Safety</b>	<b>4 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</b>	
	2.5.4. C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.	
<b>2.6- Fitness</b>		
<b>A. Fitness</b>	<b>Knowing and applying a variety of effective fitness principles over time enhances personal</b>	

<b>and Physical Activity</b>	<b>fitness level, performance, and health status.</b>	
	2.6.6. A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.	
<b>SL.3.1.B</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
<b>SL.4.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	
<b>1.3.5.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.	
<b>8.1.5.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	
<b>Essential Understandings</b>		<b>Essential Questions</b>
<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations</li> <li>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> </ul>		<ul style="list-style-type: none"> <li>Can you explain player positioning, faking, dodging, creating open areas, and defending space?</li> <li>Can you demonstrate the proper technique of manipulative skills?</li> </ul>
<b>Evidence of Student Learning</b>		
<b>Formative Assessments</b>		<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Checklist</li> <li>Verbal question and answer</li> <li>Self-evaluation of performance and progress</li> <li>Peer Assessment</li> </ul>		<ul style="list-style-type: none"> <li>Student participation</li> <li>Rubric score</li> <li>Fitnessgram</li> </ul>
		<b>Benchmark Assessment</b>

<ul style="list-style-type: none"> <li>• Conference between student and teacher</li> </ul>	<ul style="list-style-type: none"> <li>• FitnessGram</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will....</i></p> <ul style="list-style-type: none"> <li>• Understand fundamental gross motor skills</li> <li>• Understand fundamental fine motor skills</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Manipulate a variety of objects with control in personal and general space. (e.g. hula hoop, jump rope, bean bags, ribbons, etc.) (3)</li> <li>• Explain and demonstrate striking and kicking of an object with and without an implement, using correct mechanical techniques in games, sports and activities. (3)</li> <li>• Explain and demonstrate how to dribble and shoot an object for a goal in a variety of games, sports, and activities. (3)</li> <li>• Explain and demonstrate throwing, catching, dribbling, shooting, and striking an object from a stationary position with mechanical correctness. (4)</li> <li>• Explain and demonstrate how to dribble, pass, and receive an object while moving with a partner. (4)</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain and demonstrate how to strike an object continuously with a variety of body parts and implements (hands, feet, and paddle/racquet). (4)</li> <li>• Explain and demonstrate passing and receiving of an object showing accuracy while moving safely in relation to boundaries in games, sports, and activities. (4)</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• <b>Dribble Tag:</b> Students will demonstrate proper dribbling technique and control in a game setting. Multiple students will be designated as 'defense' to steal the ball away from dribbling students.</li> </ul>	<a href="http://www.PECentral.org">www.PECentral.org</a>
<ul style="list-style-type: none"> <li>• <b>Quadrant Soccer:</b> Students will be divided into 4 teams. Each team has a goalie, while other players play offense and defense to demonstrate proper kicking skills.</li> </ul>	Book: Physical Best Activity Guide by SHAPE America
<ul style="list-style-type: none"> <li>• <b>Endzone:</b> Students will demonstrate proper throwing and catching skills by dividing groups into quarterbacks, receivers, and defensive players.</li> </ul>	<a href="http://www.PECentral.org">www.PECentral.org</a>
<ul style="list-style-type: none"> <li>• <b>Keep it up:</b> Students will practice a self and partner volleying by using proper set and bump skills of volleyball. Student will try to set or bump the ball consecutively keeping a count of success.</li> </ul>	Book: The Ultimate Sport Lead Up Game Book by Guy Bailey
<b>Websites</b>	
Lesson Plan Ideas	<a href="http://www.PECentral.org">www.PECentral.org</a> <a href="http://www.SparkPE.org">www.SparkPE.org</a>

Skill Introduction	<a href="http://www.NJAHPERD.org">www.NJAHPERD.org</a> <a href="http://www.SparkPE.org">www.SparkPE.org</a>
<b>Suggested Options for Differentiation</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>● Simplify content</li> <li>● Google Translator</li> <li>● Multi - language word wall</li> <li>● Total Physical Response (TPR) : kinesthetic learning</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>● Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.</li> <li>● Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.</li> <li>● Assign student to be a peer tutor/partner instructor.</li> </ul>	
<b>Basic Skills/Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>● Assign student a peer tutor/partner learner when necessary.</li> <li>● Allow students additional time to complete activity</li> <li>● Modify speed</li> <li>● Simplify movements</li> <li>● Provide variety of size manipulatives to accommodate student needs</li> <li>● Use of concrete examples before beginning activity</li> </ul>	
<b>Special Education</b> <ul style="list-style-type: none"> <li>● Provide differentiated instruction as needed</li> <li>● Follow all IEP modifications/504 plan</li> <li>● Provide variety of size manipulatives or the opportunity to draw solution strategies</li> <li>● Provide student with cool off location.</li> <li>● Use of preferential seating during instruction period</li> </ul>	



<b>Unit: Movement/ Locomotor/ Non-locomotor Skills</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b></p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science</p> <p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture</p>		
<b>2.5- Motor Skill Development</b>		
<b>A. Movement Skills and Concepts</b>	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. Ongoing feedback impacts improvement and effectiveness of movement actions.	
	2.5.4. A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	
	2.5.4. A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.	
	2.5.4. A.4 Correct movement errors in response to feedback and explain how the change improves performance.	
<b>C. Sportsman's hip Rules, and Safety</b>	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	
	2.5.6. C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.	
<b>SL.3.1.B</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others	



	with care, speaking one at a time about the topics and texts under discussion).
<b>SL.4.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>1.3.5.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
<b>8.1.5.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
<b>Essential Understandings</b>	
<b>Essential Questions</b>	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>• What body management skills do you use to control yourself when moving in relation to others in personal and general space?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the characteristics of good sportsmanship?</li> <li>• In what ways can you demonstrate appropriate behavior as both a player and an observer?</li> <li>• Why is it important to maintain a safe environment during activity?</li> <li>• Ongoing feedback impacts improvement and effectiveness of movement actions.</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Formative Assessments</b>	
<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question and answer</li> <li>• Self-evaluation of performance and progress</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Rubric score</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• FitnessGram</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills</li> </ul>

	and/or Understanding of Concepts Taught <ul style="list-style-type: none"> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Understanding of spacial awareness</li> <li>• Perform movement skills with developmentally appropriate control in isolated and applied settings</li> </ul>	<i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Demonstrate controlled static balances in a variety of shapes and levels (stretching, yoga), including upright and inverted positions, using different body parts. (3)</li> <li>• Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. (4)</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• <b>Fitness Stations:</b> Students participate in various stations incorporating yoga stretches, balance ball, strengthening movements, and cardiovascular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FitDeck cards</b></li> <li>• <b>Fitness for Children by Curt Hinsin</b></li> <li>• <a href="http://www.darebee.com">www.darebee.com</a></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Four Corner Fitness:</b> Using different locomotor movements, students will travel around the gym. When the music stops, students travel to a corner and listen for a number. The number called is the corner of students free from activity for that round. All</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.PECentral.com">www.PECentral.com</a></li> </ul>

other students will perform specific number of fitness movements given by teacher (i.e. 15 jumping jacks).	
<ul style="list-style-type: none"> <li>● <b>Rock, Paper, Scissor, Shoot Challenge:</b> Students begin challenge with one partner. The partner who loses, now becomes the winner's cheer section. Winner finds a new partner to challenge. As the student wins more challenges, cheer section grows. Game continues until there are two winners left with two full cheer sections.</li> </ul>	<ul style="list-style-type: none"> <li>● NJAHPERD annual conference activities</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Sportsmanship Code:</b> After viewing sportsmanship video, students will work in small groups to create their own acronym spelling out 'Sportsmanship'.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="http://www.youtube.com">www.youtube.com</a></li> </ul>
<b>Websites</b>	
Lesson Plan Ideas	<a href="http://www.PECentral.org">www.PECentral.org</a> <a href="http://www.SparkPE.org">www.SparkPE.org</a> <a href="http://www.internationalsport.org/national/sportsmanship/day">www.internationalsport.org/national/sportsmanship/day</a>
Skill Introduction	<a href="http://www.NJAHPERD.org">www.NJAHPERD.org</a> <a href="http://www.SparkPE.org">www.SparkPE.org</a>
<b>Suggested Options for Differentiation</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>● Simplify content</li> <li>● Google Translator</li> <li>● Multi - language word wall</li> <li>● Total Physical Response (TPR) : kinesthetic learning</li> </ul>	

**Gifted and Talented**

- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.
- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Assign student to be a peer tutor/partner instructor.
- Incorporate higher level questioning
- Incorporate challenge to apply skills at a higher level

**Basic Skills/Economically Disadvantaged**

- Assign student a peer tutor/partner learner when necessary.
- Allow students additional time to complete activity
- Modify speed
- Simplify movements
- Provide variety of size manipulatives to accommodate student needs
- Use of concrete examples before beginning activity
- Use cue words
- Use consistent terminology

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide variety of size manipulatives or the opportunity to draw solution strategies
- Provide student with cool off location.
- Use of preferential seating during instruction period
- Use vocabulary that meets the student's cognitive level of understanding
- Use consistent terminology
- Use non-verbal feedback

<b>Unit: Lifetime/ Cooperative Activities</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle</b></p> <p><b>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</b></p> <p><b>Primary interdisciplinary connections:</b> Mathematics, Language Arts Literacy, Science</p> <p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.</p>		
<b>2.5- Motor Skill Development</b>		
<b>A. Movement skills and concepts</b>	4 Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	
	2.5.4. A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).	
<b>B. Strategy</b>	4 Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations	
	2.5.4. B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).	
	2.5.4. B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.	
<b>C. Sportsmanship, Rules, Safety</b>	4 Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	

	2.5.4. C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
	2.5.4. C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
<b>2.6- Fitness</b>	
<b>A. Fitness and Physical Activity</b>	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.
	2.6.6. A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.
<b>SL.3.1.B</b>	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.4.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>1.3.5.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
<b>8.1.5.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
<b>Essential Understandings</b>	
<b>Essential Questions</b>	
<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</li> </ul>	<ul style="list-style-type: none"> <li>Can you explain the difference between offense and defense?</li> <li>How can the team work together to achieve goals?</li> <li>Can you explain player positioning and creating open areas and defending space?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Formative Assessments</b>	
<b>Summative Assessments</b>	
<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Teacher Checklist</li> <li>Verbal question and answer</li> </ul>	<ul style="list-style-type: none"> <li>Student participation</li> <li>Rubric score</li> </ul>

<ul style="list-style-type: none"> <li>• Self-evaluation of performance and progress</li> </ul>	<p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• FitnessGram</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate behavior as both a player and observer</li> </ul>	<p>Students will be able to ...</p> <ul style="list-style-type: none"> <li>• Demonstrate fundamental offensive and defensive strategies (faking, dodging, defending open space) in an isolated setting (skill practice). (3)</li> <li>• Describe how team members may motivate each other for success during cooperative games and activities. (3)</li> <li>• Identify the characteristics of good sportsmanship that are displayed by both players and observers. (3)</li> <li>• Compare and contrast the proper situations for strategies (faking, dodging, defending open space) to be implemented. (4)</li> <li>• Explain and demonstrate passing and receiving an</li> </ul>

	<p>object while moving cooperatively with a partner or small group in games, sports and activities. (4)</p> <ul style="list-style-type: none"> <li>• Demonstrate effective team building skills in a variety of cooperative physical challenges and activities. (4)</li> <li>• Demonstrate appropriate sportsmanship behaviors and apply specific rules during competitive games, sports, and other cooperative activities. (4)</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• <b>Capture the Flag:</b> Students will be divided into two teams using offensive and defensive strategies to travel into the opposite team's territory and retrieve their flag.</li> </ul>	<a href="http://www.PECentral.org">www.PECentral.org</a>
<ul style="list-style-type: none"> <li>• <b>Flying Fish:</b> In teams, students need to transport an oversized inflatable fish by using small parachutes to throw and catch.</li> </ul>	NJAHPERD annual conference
<ul style="list-style-type: none"> <li>• <b>Cross the River:</b> As a group, students work together to get from point a to point b using specific equipment. Students may not touch the floor and can only travel on given equipment.</li> </ul>	Project Adventure
<ul style="list-style-type: none"> <li>• <b>Run for your money:</b> Students are paired with a partner. One partner starts as the runner, the other partner is the 'banker' and coach. The 'banker' hands out one dollar for each lap their partner runs in specific time. 'Banker' is encouraged to motivate partner as they run.</li> </ul>	NJAHPERD annual conference
<b>Websites</b>	



Lesson Plan Ideas	<a href="http://www.PECentral.org">www.PECentral.org</a> <a href="http://www.SparkPE.org">www.SparkPE.org</a> <a href="http://www.internationalsport.org/national/sportsmanship/day">www.internationalsport.org/national/sportsmanship/day</a>
Skill Introduction	<a href="http://www.NJAHPERD.org">www.NJAHPERD.org</a> <a href="http://www.SparkPE.org">www.SparkPE.org</a>
<b>Suggested Options for Differentiation</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Pair ELL student with student who speaks English and understands/ able to communicate with student's native language</li> <li>• Simplify content</li> <li>• Google Translator</li> <li>• Multi - language word wall</li> <li>• Total Physical Response (TPR) : kinesthetic learning</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.</li> <li>• Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.</li> <li>• Assign student to be a peer tutor/partner instructor.</li> <li>• Incorporate higher level questioning</li> <li>• Incorporate challenge to apply skills at a higher level</li> </ul>	
<b>Basic Skills/Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>• Assign student a peer tutor/partner learner when necessary.</li> <li>• Allow students additional time to complete activity</li> <li>• Modify speed</li> <li>• Simplify movements</li> <li>• Provide variety of size manipulatives to accommodate student needs</li> <li>• Use of concrete examples before beginning activity</li> <li>• Use vocabulary that meets student's cognitive level of understanding</li> </ul>	

<b>Special Education</b>
--------------------------

- |  |
|--|
| <ul style="list-style-type: none"><li>● Provide differentiated instruction as needed</li><li>● Follow all IEP modifications/504 plan</li><li>● Provide variety of size manipulatives or the opportunity to draw solution strategies</li><li>● Provide student with cool off location.</li><li>● Use of preferential seating during instruction period</li><li>● Use cue words</li><li>● Use consistent terminology</li></ul> |
|--|



# Estell Manor School District

## Physical Education Curriculum Grade 5 & 6

## **Philosophy**

All Estell Manor Elementary School students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun!

The Physical Education Units for grades K-6 are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next.

All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Primary Interdisciplinary Connections: Math, Language Arts, Science

**Grade 5 & 6  
Physical Education Pacing Guide**

<b>Unit 1: Movement Education/Rhythm</b>	<b>Approximately 30 Days</b>
<b>Unit 2: Strategy</b>	<b>Approximately 30 Days</b>
<b>Unit 3: Sportsmanship, Rules &amp; Safety</b>	<b>Approximately 30 Days</b>
<b>Unit 4: Fitness &amp; Physical Activity</b>	<b>Approximately 30 Days</b>

**All Units will address the following 21st Century Life and Careers skills:**

Check all that apply 21 <sup>st</sup> Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Unit 1: Movement Education/Rhythm	Duration: Ongoing
Standards	
<p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture</p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	



<b>2.5</b>	Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.				
<b>2.5.4.A.2</b>	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space				
<b>2.5.4.A.3</b>	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.				
<b>2.5.4.A.4</b>	Correct movement errors in response to feedback and explain how the change improves performance.				
<b>2.5.6.A.1</b>	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).				
<b>2.5.6.A.2</b>	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments				
<b>2.5.6.A.4</b>	Use self-evaluation and external feedback to detect and correct errors in one's movement performance				
<b>SL.5.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.				
<b>SL.6.1.B</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.				
<b>1.3.5.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.				
<b>1.3.8.A.1</b>	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.				
<b>8.1.5.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.				
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.				
<table border="1"> <thead> <tr> <th><b>Essential Understandings</b></th><th><b>Essential Questions</b></th></tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>Ongoing feedback impacts improvement and</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Can you demonstrate movement sequences, in response to various tempos, rhythms, and musical styles?</li> <li>Does feedback help you to correct movement errors?</li> <li>What body management skills do you use to control yourself when moving in relation to others in</li> </ul> </td></tr> </tbody> </table>		<b>Essential Understandings</b>	<b>Essential Questions</b>	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>Ongoing feedback impacts improvement and</li> </ul>	<ul style="list-style-type: none"> <li>Can you demonstrate movement sequences, in response to various tempos, rhythms, and musical styles?</li> <li>Does feedback help you to correct movement errors?</li> <li>What body management skills do you use to control yourself when moving in relation to others in</li> </ul>
<b>Essential Understandings</b>	<b>Essential Questions</b>				
<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>Ongoing feedback impacts improvement and</li> </ul>	<ul style="list-style-type: none"> <li>Can you demonstrate movement sequences, in response to various tempos, rhythms, and musical styles?</li> <li>Does feedback help you to correct movement errors?</li> <li>What body management skills do you use to control yourself when moving in relation to others in</li> </ul>				

effectiveness of movement actions.	personal and general space?
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Checklist</li> <li>• Verbal question and answer</li> <li>• Student participation</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Physical Fitness Test</li> <li>• Rubric score</li> </ul> <b>Benchmark Assessment</b> <ul style="list-style-type: none"> <li>• Physical Fitness Test</li> </ul> <b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will know...</i> <ul style="list-style-type: none"> <li>• All basic motor skills, (ex. Walk, Run, Jump, etc.)</li> </ul>	<i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports,</li> </ul>

	<p>dance, and recreational activities).</p> <ul style="list-style-type: none"> <li>• Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>• Correct movement errors in response to feedback and explain how the change improves performance.</li> <li>• Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> </ul>
Instructional Plan	
Suggested Activities	Resources
<b>Warm Ups</b> - Students will perform timed jog, stretch head to toe, push-ups, sit ups, etc.	<a href="http://www.Teach-nology.com">www.Teach-nology.com</a> <a href="http://www.pecentral.com">www.pecentral.com</a> Stereo, iPod, Mats
<b>Cha Cha Slide</b> - Students will move as directed while music plays.	<a href="http://www.youtube.com">www.youtube.com</a> Stereo, iPod, Mats
<b>Electric Slide</b> - Students will perform a series of moves to the electric slide song.	<a href="http://www.iTunes.com">www.iTunes.com</a> Stereo, iPod, Mats
<b>Conga Line</b> - Students will perform in small groups move in their own pathway then groups can connect and make a big line.	<a href="http://www.iTunes.com">www.iTunes.com</a> Stereo, iPod, Mats

<b>The Wobble</b> - Students will perform a Jump forward, forward, then wobble, then back back, wobble, then side side, then wobble, then other side side, wobble.	<a href="http://www.youtube.com">www.youtube.com</a> Stereo, iPod, Mats
<b>The Whip</b> - Students will move as directed while music plays.	<a href="http://www.iTunes.com">www.iTunes.com</a> <a href="http://www.youtube.com">www.youtube.com</a> Stereo, iPod, Mats
<b>Hit the Quan</b> - Students will move as directed while music plays.	<a href="http://www.iTunes.com">www.iTunes.com</a> <a href="http://www.youtube.com">www.youtube.com</a> Stereo, iPod, Mats
<b>Lean and Dab</b> - Students will move as directed while music plays.	<a href="http://www.iTunes.com">www.iTunes.com</a> <a href="http://www.youtube.com">www.youtube.com</a> Stereo, iPod, Mats
<b>Cupid Shuffle</b> - Students will move as directed while music plays.	<a href="http://www.Youtube.com">www.Youtube.com</a> <a href="http://www.iTunes.com">www.iTunes.com</a> Stereo, iPod, Mats
<b>Websites</b>	
<ul style="list-style-type: none"> <li>Lesson Plan Ideas</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.PECentral.org">www.PECentral.org</a></li> <li><a href="http://www.PEUniverse.com">www.PEUniverse.com</a></li> <li><a href="http://www.supportrealteachers.org">www.supportrealteachers.org</a></li> </ul>
<ul style="list-style-type: none"> <li>Skill Introduction</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.youtube.com">www.youtube.com</a></li> <li><a href="http://www.Stack52.com">www.Stack52.com</a></li> <li><a href="http://www.Christylane.com">www.Christylane.com</a></li> </ul>

## **Accommodations & Modifications**

### **English Language Learners**

- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Assign student a peer tutor/partner learner when necessary

### **Gifted and Talented**

- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

### **Basic Skills**

- Use Cue Words and Prompts
- Modify speed to fit student needs
- Simplify movements or reduce the number of steps in an activity
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities

### **Economically Disadvantaged**

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Concrete Examples
- Allow Students Additional Time to Complete Activity
- Use Consistent Terminology
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities
- Repeat or Reword a Question or Directions to Help Promote Student Understanding

### **Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.



<b>Unit 2: Strategy</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture</p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>		
<b>2.5.4.B.2</b>	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.	
<b>2.5.6.B.1</b>	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.	
<b>2.5.6.B.2</b>	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.	
<b>SL.5.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	
<b>SL.6.1.B</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
<b>1.3.5.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.	
<b>1.3.8.A.1</b>	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.	
<b>8.1.5.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.	

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</li> </ul>	<ul style="list-style-type: none"> <li>Are you able to name some appropriate ways to motivate and celebrate accomplishments?</li> <li>How can you demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities?</li> </ul>
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> <li>Checklist</li> <li>Verbal question and answer</li> <li>Student participation</li> </ul>	<ul style="list-style-type: none"> <li>Rubric score</li> <li>Physical Fitness Test</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>Physical Fitness Test</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>Rubric Scoring Student Participation</li> </ul>
Knowledge and Skills	
Content	Skills



<p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Understanding of spacial awareness</li> <li>• Perform movement skills with developmentally appropriate control in isolated and applied settings</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>• Correct movement errors in response to feedback and explain how the change improves performance.</li> <li>• Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<p><b>Lacrosse Lead Up Game</b> - Students will play a lacrosse type game using safety ball and sticks, etc.</p>	<p> <a href="http://www.isport.com">www.isport.com</a>  <a href="http://www.Wikipedia.com">www.Wikipedia.com</a>  <a href="http://www.Pecentral.com">www.Pecentral.com</a>  <a href="http://www.pegames.com">www.pegames.com</a>  Lacrosse Lead up sticks, Lacrosse Lead up Grab Ball, Scrimmage Vests, Cones, Scoreboard </p>
<p><b>Flag Football</b> - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc.</p>	<p> <a href="http://www.isport.com">www.isport.com</a>  <a href="http://www.Wikipedia.com">www.Wikipedia.com</a>  <a href="http://www.Pecentral.com">www.Pecentral.com</a>  <a href="http://www.mrgym.com">www.mrgym.com</a> </p>

	Flag Football Belts and Flags, Footballs, Cones
<b>Soccer, Speedball and Field Hockey</b> - Students will play a game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal	<a href="http://www.Associationfootball.com">www.Associationfootball.com</a> <a href="http://www.Wikipedia.com">www.Wikipedia.com</a> <a href="http://www.Youtube.com">www.Youtube.com</a> Gator Skin Balls, Goals, Cones, Scrimmage Vests, Field Hockey, Safety Sticks, Field Hockey Safety Balls
<b>Basketball</b> - Students will perform various lead up games, drills, 3 on 3 games, sideline basketball, etc.	<a href="http://www.lsport.com">www.lsport.com</a> <a href="http://www.Breakthroughbasketball.com">www.Breakthroughbasketball.com</a> <a href="http://www.Pecentral.com">www.Pecentral.com</a> Basketballs, Cones, Scrimmage vests
<b>Track Relays</b> - Students will run races where they have to pass and receive a small track baton	<a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.lsport.com">www.lsport.com</a> <a href="http://www.Pegeek.com">www.Pegeek.com</a> <a href="http://www.thoughtco.com">www.thoughtco.com</a> /olympic-sprint-and-relays-rules Batons, Cones, Stopwatches
<b>Softball</b> - Student will play a game involving striking a ball running the bases, running after ground balls and fly balls trying to catch them.	<a href="http://www.Efastball.com">www.Efastball.com</a> <a href="http://www.Pinterest.com">www.Pinterest.com</a> <a href="http://www.active.com">www.active.com</a> Softie Balls, Bats, Base Sets, Baseball Gloves
<b>Literature</b>	

- The Sports Book  
DK Publishing, NY,NY
- A Teacher's Guide to Elementary School Physical Education - 4th Edition  
Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow
- Fitness For Life - A Teacher's Guide  
Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin

### **Websites**

**Websites are listed next to the activity it relates to.**

### **Accommodations & Modifications**

#### **English Language Learners**

- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Assign student a peer tutor/partner learner when necessary

#### **Gifted and Talented**

- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

#### **Basic Skills**

- Use Cue Words and Prompts
- Modify speed to fit student needs
- Simplify movements or reduce the number of steps in an activity
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities

#### **Economically Disadvantaged**

- Modify speed

- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Concrete Examples
- Allow Students Additional Time to Complete Activity
- Use Consistent Terminology
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities
- Repeat or Reword a Question or Directions to Help Promote Student Understanding

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

<b>Unit 3: Sportsmanship, Rules and Safety</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.</p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>		
<b>2.5.4.C.1</b>	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.	
<b>2.5.4.C.2</b>	Apply specific rules and procedures.	
<b>2.5.6.C.1</b>	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.	
<b>2.5.6.C.2</b>	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.	
<b>2.5.6.C.3</b>	Relate the origin and rules associated with certain games, sports, and dances to different cultures.	
<b>SL.5.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	
<b>SL.6.1.B</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
<b>1.3.5.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.	
<b>1.3.8.A.1</b>	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.	
<b>8.1.5.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.	

Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>• Games and rules from game may have originated from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the characteristics of good sportsmanship?</li> <li>• In what ways can you demonstrate appropriate behavior as both a player and an observer?</li> <li>• Why is it important to maintain a safe environment during activity?</li> <li>• As an observer, how can you display good sportsmanship?</li> </ul>
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Checklist</li> <li>• Verbal question and answer</li> <li>• Self-Evaluation of performance and progress</li> <li>• Student participation</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric score</li> <li>• Physical Fitness Test</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Physical Fitness Test</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Teacher Modeling</li> <li>• Understanding of spacial awareness</li> <li>• Perform movement skills with developmentally appropriate control in isolated and applied settings</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> <li>• Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> </ul>
Instructional Plan	
Suggested Activities	Resources
<b>Warm Ups</b> - Students will perform timed jog, stretch head to toe, pushups, sit ups, etc.	<a href="http://www.lsport.com">www.lsport.com</a> <a href="http://www.teach-nology.com">www.teach-nology.com</a>
<b>Flag Football</b> - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc.	<a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.mrgym.com">www.mrgym.com</a> Flag Football Belts and Flags, Footballs, Cones
<b>Soccer, Speedball and Field Hockey</b> - Students will play a game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal	<a href="http://www.associationfootball.com">www.associationfootball.com</a> <a href="http://www.Wikipedia.com">www.Wikipedia.com</a>  Gator Skin Balls, Goals, Cones, Scrimmage Vests, Field Hockey, Safety Sticks, Field Hockey Safety Balls
<b>Lacrosse Lead Up Game</b> - Students will play a lacrosse type game using safety ball and sticks, etc.	<a href="http://www.Pegames.com">www.Pegames.com</a> <a href="http://www.Wikipedia.com">www.Wikipedia.com</a>  Lacrosse Lead up sticks, Lacrosse Lead up Grab Ball, Scrimmage Vests, Cones, Scoreboard

<p><b>Winter Wonderland</b> - Students will participate in the following activities- carpet square hockey, speed carpet skating, buddy walkers, pedalos, roller racers, etc.</p>	<p> <a href="http://www.isport.com">www.isport.com</a>  <a href="http://www.Wikipedi.com">www.Wikipedi.com</a>  <a href="http://www.Pecentral.com">www.Pecentral.com</a>  <a href="http://www.Mrgym.com">www.Mrgym.com</a> </p> <p>Stereo, iPod (Jeff Martin Holiday Mix), Mats, Carpet Squares, Bowling Pins, Bowling Balls, Buddy Walkers, Pedalos, Roller, Racers, Tug of War Rope, Gym Scooters, Hockey goals, Plastic, Safety Hockey Sticks, Foam Hockey Puck, Box Hockey Sets, Cones</p>
<p><b>Basketball</b> - Students will perform various lead up games, drills, 3 on 3 games, sideline basketball, etc.</p>	<p> <a href="http://www.Breakthroughbasket.com">www.Breakthroughbasket.com</a>  <a href="http://www.isport.com">www.isport.com</a>  <a href="http://www.Pecentral.com">www.Pecentral.com</a> </p> <p>Basketballs, Cones, Scrimmage vests</p>
<p><b>Track Relays</b> - Students will run races where they have to pass and receive a small track baton</p>	<p> <a href="http://www.Pegeek.com">www.Pegeek.com</a>  <a href="http://www.thoughtco.com">www.thoughtco.com</a> /olympic-sprint-and-relays-rules         </p> <p>Batons, Cones, Stopwatches</p>
<p><b>Softball</b> - Student will play a game involving striking a ball running the bases, running after ground balls and fly balls trying to catch them.</p>	<p> <a href="http://www.efastball.com">www.efastball.com</a>  <a href="http://www.Pinterest.com">www.Pinterest.com</a>  <a href="http://www.Active.com">www.Active.com</a> </p> <p>Softee Balls, Bats, Base Sets, Baseball Gloves</p>



Literature	
<ul style="list-style-type: none"> <li>• The Sports Book DK Publishing, NY,NY</li> <li>• A Teacher's Guide to Elementary School Physical Education - 4th Edition Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow</li> <li>• Fitness For Life - A Teacher's Guide Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin</li> </ul>	
Websites	
<a href="http://www.isport.com">www.isport.com</a>	<a href="http://www.Wikipedia.com">www.Wikipedia.com</a>
<a href="http://www.youtube.com">www.youtube.com</a>	<a href="http://www.Pecentral.com">www.Pecentral.com</a>
Accommodations & Modifications	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Use of concrete examples before beginning activity.</li> <li>• Cue student by stating name before asking a question, or speaking to them.</li> <li>• Assign student a peer tutor/partner learner when necessary</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.</li> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.</li> </ul>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Use Cue Words and Prompts</li> <li>• Modify speed to fit student needs</li> <li>• Simplify movements or reduce the number of steps in an activity</li> <li>• Total Physical Response (TPR) : kinesthetic learning</li> <li>• Provide Students with Verbal and Visual Directions</li> </ul>	

- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities

#### **Economically Disadvantaged**

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Concrete Examples
- Allow Students Additional Time to Complete Activity
- Use Consistent Terminology
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities
- Repeat or Reword a Question or Directions to Help Promote Student Understanding

#### **Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

<b>Unit 4: Fitness and Physical Activity</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture</p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>		
<b>2.6.6.A.1</b>	Analyze the social, emotional, and health benefits of selected physical experiences.	
<b>2.6.6.A.2</b>	Determine to what extent various activities improve skill-related fitness versus health-related fitness.	
<b>2.6.6.A.3</b>	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.	
<b>2.6.6.A.4</b>	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness	
<b>2.6.6.A.5</b>	Relate physical activity, healthy eating, and body composition to personal fitness and health.	
<b>2.6.6.A.6</b>	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.	
<b>2.6.6.A.7</b>	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health	
<b>SL.5.1.B</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	
<b>SL.6.1.B</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
<b>1.3.5.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.	
<b>1.3.8.A.1</b>	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.	
<b>8.1.5.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving	

	problems.
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.
<b>Essential Understandings</b>	<b>Essential Questions</b>
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>	<ul style="list-style-type: none"> <li>What goal can you set for yourself that can be tracked and improve upon?</li> <li>What factors such as heredity, training, diet and technology will affect your personal fitness?</li> <li>How are physical activity, healthy eating, and body composition related to personal fitness and health?</li> <li>Can you explain what FITT means and how can you apply it to your physical activity?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> <li>Checklist</li> <li>Verbal question and answer</li> <li>Student participation</li> </ul>	<ul style="list-style-type: none"> <li>Rubric score</li> <li>Physical Fitness Test</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>Physical Fitness Test</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> </ul>

	<ul style="list-style-type: none"> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will know...</i> <ul style="list-style-type: none"> <li>• Understanding of spacial awareness</li> <li>• Perform movement skills with developmentally appropriate control in isolated and applied settings</li> </ul>	<i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Develop a health-related fitness goal and track progress using health/fitness indicators.</li> <li>• Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</li> <li>• Relate physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>• Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<b>Warm Ups</b> - Students will perform timed jog, stretch head to toe, push-ups, sit ups, etc.	<a href="http://www.isport.com">www.isport.com</a> <a href="http://www.Teach-nology.com">www.Teach-nology.com</a> Stereo, iPod, Mats
<b>Winter Wonderland</b> - Students will participate in the following activities- carpet square hockey, speed carpet skating, buddy walkers, pedalos, roller racers, etc.	<a href="http://www.isport.com">www.isport.com</a> <a href="http://www.Wikipedia.com">www.Wikipedia.com</a> <a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.mrgym.com">www.mrgym.com</a> Mats, Carpet Squares, Bowling Pins, Bowling Balls, Buddy, Walkers, Pedalos, Roller Racers, Tug of War

	Rope, Gym Scooters, Hockey goals, Plastic Safety Hockey Sticks Foam Hockey Puck, Box Hockey Sets, Cones, cones and more cones
<b>Softball</b> - Student will play a game involving striking a ball running the bases, running after ground balls and fly balls trying to catch them.	<a href="http://www.Efastball.com">www.Efastball.com</a> <a href="http://www.Isport.com">www.Isport.com</a> Softtee Balls, Bats, Base Sets, Baseball Gloves
<b>Physical Fitness Testing and practice (Fun Fitness Unit)</b> - Students will participate in the pacer Test, Push Ups, Sit and Reach, Curl Ups	<a href="http://www.Myhealthyzone.net">www.Myhealthyzone.net</a> <a href="http://www.Cooperinstitute.com">www.Cooperinstitute.com</a> Stereo, Mats, sit/reach box
<b>Soccer, Speedball and Field Hockey</b> - Students will play a game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal	<a href="http://www.Isport.com">www.Isport.com</a> <a href="http://www.Youtube.com">www.Youtube.com</a>  Gator Skin Balls, Goals, Cones, Scrimmage Vests, Field Hockey Safety Sticks, Field Hockey Safety Balls
<b>Basketball</b> - Students will perform various lead up games, drills, 3 on 3 games, sideline basketball, etc.	<a href="http://www.Isport.com">www.Isport.com</a>  <a href="http://www.Breakthroughbasketball.com">www.Breakthroughbasketball.com</a>  Basketballs, Cones, Scrimmage vests
<b>Track Relays</b> - Students will run races where they have to pass and receive a small track baton	<a href="http://www.Pecentral.com">www.Pecentral.com</a>  <a href="http://www.Isport.com">www.Isport.com</a>  <a href="http://www.Pegeek.com">www.Pegeek.com</a>  <a href="http://www.thoughtco.com">www.thoughtco.com</a> /olympic-sprint-and-relays-rules  Batons, Stopwatches, cones
<b>Low Organization Games</b> - Students will participate in castle ball, Mat Ball, 4 Square, 4 Down Football,	<a href="http://www.isport.com">www.isport.com</a> <a href="http://www.Wikipedia.com">www.Wikipedia.com</a>

DungeonBall, Crazy Bases, Crazy Cones, Make It - Take It, Bowling Activities	<a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.Mrgym.com">www.Mrgym.com</a> Castle Balls, Hoola Hoops, Mats, Rubber bouncy balls, Basketballs, Polly-spots, Cones, Hollow rubber bowling ball, Plastic bowling pins
<b>Fun Fitness Week</b> - Students will participate in various stations - Test yourself - Cargo Net, Rope Climb, Rope Jump, Push Ups, Trunk Twist, Step Aerobics, Horizontal Ladder, Vertical Ladder, Peg Board, Shuttle Run, Pacer Test Practice, Sit and Reach, Curl Ups	<a href="http://www.sport.com">www.sport.com</a> <a href="http://www.Mrgym.com">www.Mrgym.com</a> <a href="http://www.PegsforPegBoard.com">www.PegsforPegBoard.com</a> Medicine Balls, Stopwatches, Basketballs, Cones, Climbing, Ropes, Cargo Net, Vertical Ladder, Horizontal Ladder, Mats, Steppers, Punching Bag and Gloves, Stereo for Pacer Test (and iPod)
<b>Flag Football</b> - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc.	<a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.Mrgym.com">www.Mrgym.com</a> Flags, Footballs, Cones
<b>Literature</b>	
<ul style="list-style-type: none"> <li>• A Teacher's Guide to Elementary School Physical Education - 4th Edition Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow</li> <li>• Fitness For Life - A Teacher's Guide Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin</li> </ul>	
<b>Websites</b>	
<a href="http://www.isport.com">www.isport.com</a>	<a href="http://www.Activekids.com">www.Activekids.com</a>

<a href="http://www.Wikipedia.com">www.Wikipedia.com</a>	<a href="http://www.Pecentral.com">www.Pecentral.com</a>
<a href="http://www.Associationfootball.com">www.Associationfootball.com</a>	<a href="http://www.teach-nology.com">www.teach-nology.com</a>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>• Use of concrete examples before beginning activity.</li> <li>• Cue student by stating name before asking a question, or speaking to them.</li> <li>• Assign student a peer tutor/partner learner when necessary</li> </ul>	
<b>Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.</li> <li>• Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.</li> </ul>	
<b>Basic Skills</b> <ul style="list-style-type: none"> <li>• Use Cue Words and Prompts</li> <li>• Modify speed to fit student needs</li> <li>• Simplify movements or reduce the number of steps in an activity</li> <li>• Total Physical Response (TPR) : kinesthetic learning</li> <li>• Provide Students with Verbal and Visual Directions</li> <li>• Preview Vocabulary and Skills Before Lesson to Build Background Knowledge</li> <li>• Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs</li> <li>• Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities</li> </ul>	
<b>Economically Disadvantaged</b> <ul style="list-style-type: none"> <li>• Modify speed</li> <li>• Simplify or Modify Movements</li> <li>• Provide Students with Visuals (through pictures or videos) as Concrete Examples</li> <li>• Allow Students Additional Time to Complete Activity</li> <li>• Use Consistent Terminology</li> <li>• Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities</li> <li>• Repeat or Reword a Question or Directions to Help Promote Student Understanding</li> </ul>	
<b>Special Education</b> <ul style="list-style-type: none"> <li>• Provide differentiated instruction as needed</li> </ul>	



- Follow all IEP modifications/504 plan
- Provide manipulatives
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

# Estell Manor School District

## Physical Education Curriculum Grade 7 & 8

## **Philosophy**

All Estell Manor Elementary students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun!

The Physical Education Units for grades K-6 are a cohesive set of five units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next.

All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Primary Interdisciplinary Connections: Math, Language Arts, Science

**Grade 7 & 8  
Physical Education Pacing Guide**

<b>Unit 1: Movement Education/Rhythm</b>	<b>Approximately 30 Days</b>
<b>Unit 2: Strategy</b>	<b>Approximately 30 Days</b>
<b>Unit 3: Sportsmanship, Rules &amp; Safety</b>	<b>Approximately 30 Days</b>
<b>Unit 4: Fitness &amp; Physical Activity</b>	<b>Approximately 30 Days</b>

**All Units will address the following 21st Century Life and Careers skills:**

Check all that apply 21 <sup>st</sup> Century Themes		Career Ready Practices	
9.1	Personal Financial Literacy	√	CRP1. Act as a responsible and contributing citizen and employee.
	Income and Careers		CRP2. Apply appropriate academic and technical skills.
	Money Management	√	CRP3. Attend to personal health and financial well-being.
	Credit and Debt Management	√	CRP4. Communicate clearly and effectively and with reason.
	Planning, Saving, and Investing		CRP5. Consider the environmental, social and economic impacts of decisions.
	Becoming a Critical Consumer		CRP6. Demonstrate creativity and innovation.
	Civic Financial Responsibility		CRP7. Employ valid and reliable research strategies.
	Insuring and Protecting		CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

9.2	Career Awareness, Exploration, and Preparation		CRP9. Model integrity, ethical leadership and effective management.
	Career Awareness		CRP10. Plan education and career paths aligned to personal goals.
	Career Exploration		CRP11. Use technology to enhance productivity.
	Career Preparation	√	CRP12. Work productively in teams while using cultural global competence.

Unit 1: Movement Education/Rhythm	Duration: Ongoing
Standards	
<p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture</p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	

<b>2.5</b>	Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.				
<b>2.5.8.A.2</b>	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.				
<b>2.5.8.A.3</b>	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).				
<b>2.5.8.A.4</b>	Detect, analyze, and correct errors and apply to refine movement skills				
<b>2.5.8.A.1</b>	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities)				
<b>2.5.8.A.4</b>	Use self-evaluation and external feedback to detect and correct errors in one's movement performance				
<b>SL.7.1.B</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.				
<b>SL.8.1.B</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.				
<b>1.3.8.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.				
<b>1.3.8.A.1</b>	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.				
<b>8.1.8.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.				
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.				
<table border="1"> <thead> <tr> <th><b>Essential Understandings</b></th><th><b>Essential Questions</b></th></tr> </thead> <tbody> <tr> <td> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>Ongoing feedback impacts improvement and effectiveness of movement actions.</li> </ul> </td><td> <ul style="list-style-type: none"> <li>Can you demonstrate movement sequences, in response to various tempos, rhythms, and musical styles?</li> <li>Does feedback help you to correct movement errors?</li> <li>What body management skills do you use to control yourself when moving in relation to others in personal and general space?</li> </ul> </td></tr> </tbody> </table>		<b>Essential Understandings</b>	<b>Essential Questions</b>	<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>Ongoing feedback impacts improvement and effectiveness of movement actions.</li> </ul>	<ul style="list-style-type: none"> <li>Can you demonstrate movement sequences, in response to various tempos, rhythms, and musical styles?</li> <li>Does feedback help you to correct movement errors?</li> <li>What body management skills do you use to control yourself when moving in relation to others in personal and general space?</li> </ul>
<b>Essential Understandings</b>	<b>Essential Questions</b>				
<i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>Ongoing feedback impacts improvement and effectiveness of movement actions.</li> </ul>	<ul style="list-style-type: none"> <li>Can you demonstrate movement sequences, in response to various tempos, rhythms, and musical styles?</li> <li>Does feedback help you to correct movement errors?</li> <li>What body management skills do you use to control yourself when moving in relation to others in personal and general space?</li> </ul>				
<b>Evidence of Student Learning</b>					

Assessments	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Checklist</li> <li>• Verbal question and answer</li> <li>• Student participation</li> </ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"> <li>• Physical Fitness Test</li> <li>• Rubric score</li> </ul> <b>Benchmark Assessment</b> <ul style="list-style-type: none"> <li>• Physical Fitness Test</li> </ul> <b>Alternative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
Knowledge and Skills	
Content	Skills
<i>Students will know...</i> <ul style="list-style-type: none"> <li>• All basic motor skills, (ex. Walk, Run, Jump, etc.)</li> </ul>	<i>Students will be able to ...</i> <ul style="list-style-type: none"> <li>• Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> </ul>



	<ul style="list-style-type: none"> <li>• Correct movement errors in response to feedback and explain how the change improves performance.</li> <li>• Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> </ul>
Instructional Plan	
Suggested Activities	Resources
<b>Warm Ups</b> - Students will perform timed jog, stretch head to toe, push-ups, sit ups, etc.	<a href="http://www.Teach-nology.com">www.Teach-nology.com</a> <a href="http://www.pecentral.com">www.pecentral.com</a> Stereo, iPod, Mats
<b>Cha Cha Slide</b> - Students will move as directed while music plays.	<a href="http://www.youtube.com">www.youtube.com</a> Stereo, iPod, Mats
<b>Electric Slide</b> - Students will perform a series of moves to the electric slide song.	<a href="http://www.iTunes.com">www.iTunes.com</a> Stereo, iPod, Mats
<b>Conga Line</b> - Students will perform in small groups move in their own pathway then groups can connect and make a big line.	<a href="http://www.iTunes.com">www.iTunes.com</a> Stereo, iPod, Mats
<b>The Wobble</b> - Students will perform a Jump forward, forward, then wobble, then back back, wobble, then side side, then wobble, then other side side, wobble.	<a href="http://www.youtube.com">www.youtube.com</a> Stereo, iPod, Mats
<b>The Whip</b> - Students will move as directed while music plays.	<a href="http://www.iTunes.com">www.iTunes.com</a> <a href="http://www.youtube.com">www.youtube.com</a>

	Stereo, iPod, Mats
<b>Hit the Quan</b> - Students will move as directed while music plays.	<a href="http://www.iTunes.com">www.iTunes.com</a> <a href="http://www.youtube.com">www.youtube.com</a> Stereo, iPod, Mats
<b>Lean and Dab</b> - Students will move as directed while music plays.	<a href="http://www.iTunes.com">www.iTunes.com</a> <a href="http://www.youtube.com">www.youtube.com</a> Stereo, iPod, Mats
<b>Cupid Shuffle</b> - Students will move as directed while music plays.	<a href="http://www.Youtube.com">www.Youtube.com</a> <a href="http://www.iTunes.com">www.iTunes.com</a> Stereo, iPod, Mats
<b>Websites</b>	
<ul style="list-style-type: none"> <li>Lesson Plan Ideas</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.PECentral.org">www.PECentral.org</a></li> <li><a href="http://www.PEUniverse.com">www.PEUniverse.com</a></li> <li><a href="http://www.supportrealteachers.org">www.supportrealteachers.org</a></li> </ul>
<ul style="list-style-type: none"> <li>Skill Introduction</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.youtube.com">www.youtube.com</a></li> <li><a href="http://www.Stack52.com">www.Stack52.com</a></li> <li><a href="http://www.Christylane.com">www.Christylane.com</a></li> </ul>
<b>Accommodations &amp; Modifications</b>	
<b>English Language Learners</b> <ul style="list-style-type: none"> <li>Use of concrete examples before beginning activity.</li> <li>Cue student by stating name before asking a question, or speaking to them.</li> <li>Assign student a peer tutor/partner learner when necessary</li> </ul>	
<b>Gifted and Talented</b>	

- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

### **Basic Skills**

- Use Cue Words and Prompts
- Modify speed to fit student needs
- Simplify movements or reduce the number of steps in an activity
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities

### **Economically Disadvantaged**

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Concrete Examples
- Allow Students Additional Time to Complete Activity
- Use Consistent Terminology
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities
- Repeat or Reword a Question or Directions to Help Promote Student Understanding

### **Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

<b>Unit 2: Strategy</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture</p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>		
<b>2.5.8.B.1</b>	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.	
<b>2.5.8.B.2</b>	Assess the effectiveness of specific mental strategies applied to improve performance.	
<b>2.5.8.B.3</b>	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement	
<b>SL.7.1.B</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
<b>SL.8.1.B</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
<b>1.3.8.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.	
<b>1.3.8.A.1</b>	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.	
<b>8.1.8.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.	
<b>Essential Understandings</b>		<b>Essential Questions</b>

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Are you able to name some appropriate ways to motivate and celebrate accomplishments?</li> <li>• How can you demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Checklist</li> <li>• Verbal question and answer</li> <li>• Student participation</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric score</li> <li>• Physical Fitness Test</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Physical Fitness Test</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<i>Students will...</i>	<i>Students will be able to ...</i>

<ul style="list-style-type: none"> <li>• Understanding of spacial awareness</li> <li>• Perform movement skills with developmentally appropriate control in isolated and applied settings</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>• Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>• Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>• Correct movement errors in response to feedback and explain how the change improves performance.</li> <li>• Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<b>Lacrosse Lead Up Game</b> - Students will play a lacrosse type game using safety ball and sticks, etc.	<a href="http://www.isport.com">www.isport.com</a> <a href="http://www.Wikipedia.com">www.Wikipedia.com</a> <a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.pegames.com">www.pegames.com</a> Lacrosse Lead up sticks, Lacrosse Lead up Grab Ball, Scrimmage Vests, Cones, Scoreboard
<b>Flag Football</b> - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc.	<a href="http://www.isport.com">www.isport.com</a> <a href="http://www.Wikipedia.com">www.Wikipedia.com</a> <a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.mrgym.com">www.mrgym.com</a> Flag Football Belts and Flags, Footballs, Cones
<b>Soccer, Speedball and Field Hockey</b> - Students will play a	<a href="http://www.Associationfootball.com">www.Associationfootball.com</a>

game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal	<a href="http://www.Wikipedia.com">www.Wikipedia.com</a> <a href="http://www.Youtube.com">www.Youtube.com</a> Gator Skin Balls, Goals, Cones, Scrimmage Vests, Field Hockey, Safety Sticks, Field Hockey Safety Balls
<b>Basketball</b> - Students will perform various lead up games, drills, 3 on 3 games, sideline basketball, etc.	<a href="http://www.Isport.com">www.Isport.com</a> <a href="http://www.Breakthroughbasketball.com">www.Breakthroughbasketball.com</a> <a href="http://www.Pecentral.com">www.Pecentral.com</a> Basketballs, Cones, Scrimmage vests
<b>Track Relays</b> - Students will run races where they have to pass and receive a small track baton	<a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.Isport.com">www.Isport.com</a> <a href="http://www.Pegeek.com">www.Pegeek.com</a> <a href="http://www.thoughtco.com">www.thoughtco.com</a> /olympic-sprint-and-relays-rules Batons, Cones, Stopwatches
<b>Softball</b> - Student will play a game involving striking a ball running the bases, running after ground balls and fly balls trying to catch them.	<a href="http://www.Efastball.com">www.Efastball.com</a> <a href="http://www.Pinterest.com">www.Pinterest.com</a> <a href="http://www.active.com">www.active.com</a> Softtee Balls, Bats, Base Sets, Baseball Gloves
<b>Literature</b>	
<ul style="list-style-type: none"> <li>• The Sports Book DK Publishing, NY,NY</li> </ul>	

- A Teacher's Guide to Elementary School Physical Education - 4th Edition  
Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow
- Fitness For Life - A Teacher's Guide  
Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin

### **Websites**

**Websites are listed next to the activity it relates to.**

### **Accommodations & Modifications**

#### **English Language Learners**

- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Assign student a peer tutor/partner learner when necessary

#### **Gifted and Talented**

- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

#### **Basic Skills**

- Use Cue Words and Prompts
- Modify speed to fit student needs
- Simplify movements or reduce the number of steps in an activity
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities

#### **Economically Disadvantaged**

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Concrete Examples



- |   |
|---|
| <ul style="list-style-type: none"><li>• Allow Students Additional Time to Complete Activity</li><li>• Use Consistent Terminology</li><li>• Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities</li><li>• Repeat or Reword a Question or Directions to Help Promote Student Understanding</li></ul>       |
| <b>Special Education</b> <ul style="list-style-type: none"><li>• Provide differentiated instruction as needed</li><li>• Follow all IEP modifications/504 plan</li><li>• Provide manipulatives</li><li>• Provide student with cool off location.</li><li>• Provide variety of size manipulatives to accommodate student needs.</li></ul> |

<b>Unit 3: Sportsmanship, Rules and Safety</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.</p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>		
<b>2.5.8.C.1</b>	Assess player behavior for evidence of sportsmanship in individual, smallgroup, and team activities.	
<b>2.5.8.C.2</b>	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.	
<b>2.5.8.C.3</b>	Analyze the impact of different world cultures on present-day games, sports, and dance.	
<b>SL.7.1.B</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
<b>SL.8.1.B</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
<b>1.3.8.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.	
<b>1.3.8.A.1</b>	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.	
<b>8.1.8.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.	
<b>Essential Understandings</b>		<b>Essential Questions</b>

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>• Games and rules from game may have originated from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the characteristics of good sportsmanship?</li> <li>• In what ways can you demonstrate appropriate behavior as both a player and an observer?</li> <li>• Why is it important to maintain a safe environment during activity?</li> <li>• As an observer, how can you display good sportsmanship?</li> </ul>
<b>Evidence of Student Learning</b>	
<b>Assessments</b>	
<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> <li>• Checklist</li> <li>• Verbal question and answer</li> <li>• Self-Evaluation of performance and progress</li> <li>• Student participation</li> </ul>	<ul style="list-style-type: none"> <li>• Rubric score</li> <li>• Physical Fitness Test</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>• Physical Fitness Test</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>• Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>• Rubric Scoring Student Participation</li> </ul>
<b>Knowledge and Skills</b>	

<b>Content</b>	<b>Skills</b>
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Teacher Modeling</li> <li>• Understanding of spacial awareness</li> <li>• Perform movement skills with developmentally appropriate control in isolated and applied settings</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> <li>• Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities</b>	<b>Resources</b>
<b>Warm Ups</b> - Students will perform timed jog, stretch head to toe, pushups, sit ups, etc.	<a href="http://www.isport.com">www.isport.com</a> <a href="http://www.teach-nology.com">www.teach-nology.com</a>
<b>Flag Football</b> - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc.	<a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.mrgym.com">www.mrgym.com</a> Flag Football Belts and Flags, Footballs, Cones
<b>Soccer, Speedball and Field Hockey</b> - Students will play a game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal	<a href="http://www.associationfootball.com">www.associationfootball.com</a> <a href="http://www.Wikipedia.com">www.Wikipedia.com</a>  Gator Skin Balls, Goals, Cones, Scrimmage Vests, Field Hockey, Safety Sticks, Field Hockey Safety Balls
<b>Lacrosse Lead Up Game</b> - Students will play a lacrosse type game using safety ball and sticks, etc.	<a href="http://www.Pegames.com">www.Pegames.com</a> <a href="http://www.Wikipedia.com">www.Wikipedia.com</a>  Lacrosse Lead up sticks, Lacrosse Lead up Grab Ball, Scrimmage Vests, Cones, Scoreboard
<b>Winter Wonderland</b> - Students will participate in the following activities- carpet square hockey, speed carpet	<a href="http://www.isport.com">www.isport.com</a> <a href="http://www.Wikipedi.com">www.Wikipedi.com</a>

skating, buddy walkers, pedalos, roller racers, etc.	<a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.Mrgym.com">www.Mrgym.com</a> Stereo, iPod (Jeff Martin Holiday Mix), Mats, Carpet Squares, Bowling Pins, Bowling Balls, Buddy Walkers, Pedalos, Roller, Racers, Tug of War Rope, Gym Scooters, Hockey goals, Plastic, Safety Hockey Sticks, Foam Hockey Puck, Box Hockey Sets, Cones
<b>Basketball</b> - Students will perform various lead up games, drills, 3 on 3 games, sideline basketball, etc.	<a href="http://www.Breakthroughbasket.com">www.Breakthroughbasket.com</a> <a href="http://www.isport.com">www.isport.com</a> <a href="http://www.Pecentral.com">www.Pecentral.com</a> Basketballs, Cones, Scrimmage vests
<b>Track Relays</b> - Students will run races where they have to pass and receive a small track baton	<a href="http://www.Pegeek.com">www.Pegeek.com</a> <a href="http://www.thoughtco.com">www.thoughtco.com</a> /olympic-sprint-and-relays-rules Batons, Cones, Stopwatches
<b>Softball</b> - Student will play a game involving striking a ball running the bases, running after ground balls and fly balls trying to catch them.	<a href="http://www.efastball.com">www.efastball.com</a> <a href="http://www.Pinterest.com">www.Pinterest.com</a> <a href="http://www.Active.com">www.Active.com</a> Softee Balls, Bats, Base Sets, Baseball Gloves
<b>Literature</b>	

- The Sports Book  
DK Publishing, NY,NY
- A Teacher's Guide to Elementary School Physical Education - 4th Edition  
Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow
- Fitness For Life - A Teacher's Guide  
Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin

### Websites

[www.isport.com](http://www.isport.com)

[www.Wikipedia.com](http://www.Wikipedia.com)

[www.youtube.com](http://www.youtube.com)

[www.Pecentral.com](http://www.Pecentral.com)

### Accommodations & Modifications

#### English Language Learners

- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Assign student a peer tutor/partner learner when necessary

#### Gifted and Talented

- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

#### Basic Skills

- Use Cue Words and Prompts
- Modify speed to fit student needs
- Simplify movements or reduce the number of steps in an activity
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs

- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities

**Economically Disadvantaged**

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Concrete Examples
- Allow Students Additional Time to Complete Activity
- Use Consistent Terminology
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities
- Repeat or Reword a Question or Directions to Help Promote Student Understanding

**Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives
- Provide student with cool off location.
- Provide variety of size manipulatives to accommodate student needs.

<b>Unit 4: Fitness and Physical Activity</b>		<b>Duration:</b> Ongoing
<b>Standards</b>		
<p><b>21st century themes:</b> 9.1 21st-Century Life &amp; Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture</p> <p><b>8.1 Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge</p> <p><b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>		
<b>2.6.8.A.1</b>	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.	
<b>2.6.8.A.2</b>	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.	
<b>2.6.8.A.3</b>	Analyze how medical and technological advances impact personal fitness.	
<b>2.6.8.A.4</b>	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.	
<b>2.6.8.A.5</b>	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.	
<b>2.6.8.A.6</b>	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.	
<b>SL.7.1.B</b>	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	
<b>SL.8.1.B</b>	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	
<b>1.3.5.A.1</b>	Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.	
<b>1.3.8.A.1</b>	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.	
<b>8.1.8.A.1</b>	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.	
<b>8.1.8.A.1</b>	Demonstrate knowledge of a real world problem using digital tools.	



Essential Understandings	Essential Questions
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>	<ul style="list-style-type: none"> <li>What goal can you set for yourself that can be tracked and improve upon?</li> <li>What factors such as heredity, training, diet and technology will affect your personal fitness?</li> <li>How are physical activity, healthy eating, and body composition related to personal fitness and health?</li> <li>Can you explain what FITT means and how can you apply it to your physical activity?</li> </ul>
Evidence of Student Learning	
Assessments	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student participation</li> <li>Checklist</li> <li>Verbal question and answer</li> <li>Student participation</li> </ul>	<ul style="list-style-type: none"> <li>Rubric score</li> <li>Physical Fitness Test</li> </ul> <p><b>Benchmark Assessment</b></p> <ul style="list-style-type: none"> <li>Physical Fitness Test</li> </ul> <p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>Teacher Observation Checklist of Student Skills and/or Understanding of Concepts Taught</li> <li>Student Self-Reflection, Verbal or Physical Representation, or Discussion of Skill and Quality Representation or Understanding</li> <li>Rubric Scoring Student Participation</li> </ul>

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Understanding of spacial awareness</li> <li>• Perform movement skills with developmentally appropriate control in isolated and applied settings</li> </ul>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• Develop a health-related fitness goal and track progress using health/fitness indicators.</li> <li>• Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</li> <li>• Relate physical activity, healthy eating, and body composition to personal fitness and health.</li> <li>• Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</li> </ul>
Instructional Plan	
Suggested Activities	Resources
<p><b>Warm Ups</b> - Students will perform timed jog, stretch head to toe, push-ups, sit ups, etc.</p>	<p><a href="http://www.isport.com">www.isport.com</a></p> <p><a href="http://www.Teach-nology.com">www.Teach-nology.com</a></p> <p>Stereo, iPod, Mats</p>
<p><b>Winter Wonderland</b> - Students will participate in the following activities- carpet square hockey, speed carpet skating, buddy walkers, pedalos, roller racers, etc.</p>	<p><a href="http://www.isport.com">www.isport.com</a></p> <p><a href="http://www.Wikipedia.com">www.Wikipedia.com</a></p> <p><a href="http://www.Pecentral.com">www.Pecentral.com</a></p> <p><a href="http://www.mrgym.com">www.mrgym.com</a></p> <p>Mats, Carpet Squares, Bowling Pins, Bowling Balls, Buddy, Walkers, Pedalos, Roller Racers, Tug of War Rope, Gym Scooters, Hockey goals, Plastic Safety Hockey Sticks</p> <p>Foam Hockey Puck, Box Hockey Sets, Cones, cones and</p>

	more cones
<b>Softball</b> - Student will play a game involving striking a ball running the bases, running after ground balls and fly balls trying to catch them.	<a href="http://www.Efastball.com">www.Efastball.com</a> <a href="http://www.Isport.com">www.Isport.com</a> Softee Balls, Bats, Base Sets, Baseball Gloves
<b>Physical Fitness Testing and practice (Fun Fitness Unit)</b> - Students will participate in the pacer Test, Push Ups, Sit and Reach, Curl Ups	<a href="http://www.Myhealthyzone.net">www.Myhealthyzone.net</a> <a href="http://www.Cooperinstitute.com">www.Cooperinstitute.com</a> Stereo, Mats, sit/reach box
<b>Soccer, Speedball and Field Hockey</b> - Students will play a game activity striking a ball using some form of stick or foot with the intent to get the ball into a goal	<a href="http://www.Isport.com">www.Isport.com</a> <a href="http://www.Youtube.com">www.Youtube.com</a>  Gator Skin Balls, Goals, Cones, Scrimmage Vests, Field Hockey Safety Sticks, Field Hockey Safety Balls
<b>Basketball</b> - Students will perform various lead up games, drills, 3 on 3 games, sideline basketball, etc.	<a href="http://www.Isport.com">www.Isport.com</a>  <a href="http://www.Breakthroughbasketball.com">www.Breakthroughbasketball.com</a>  Basketballs, Cones, Scrimmage vests
<b>Track Relays</b> - Students will run races where they have to pass and receive a small track baton	<a href="http://www.Pecentral.com">www.Pecentral.com</a>  <a href="http://www.Isport.com">www.Isport.com</a>  <a href="http://www.Pegeek.com">www.Pegeek.com</a>  <a href="http://www.thoughtco.com">www.thoughtco.com</a> /olympic-sprint-and-relays-rules  Batons, Stopwatches, cones
<b>Low Organization Games</b> - Students will participate in castle ball, Mat Ball, 4 Square, 4 Down Football, DungeonBall, Crazy Bases, Crazy Cones, Make It - Take It, Bowling Activities	<a href="http://www.isport.com">www.isport.com</a> <a href="http://www.Wikipedia.com">www.Wikipedia.com</a> <a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.Mrgym.com">www.Mrgym.com</a>

	Castle Balls, Hoola Hoops, Mats, Rubber bouncy balls, Basketballs, Polly-spots, Cones, Hollow rubber bowling ball, Plastic bowling pins
<b>Fun Fitness Week</b> - Students will participate in various stations - Test yourself - Cargo Net, Rope Climb, Rope Jump, Push Ups, Trunk Twist, Step Aerobics, Horizontal Ladder, Vertical Ladder, Peg Board, Shuttle Run, Pacer Test Practice, Sit and Reach, Curl Ups	<a href="http://www.sport.com">www.sport.com</a> <a href="http://www.Mrgym.com">www.Mrgym.com</a> <a href="http://www.PegsforPegBoard.com">www.PegsforPegBoard.com</a> Medicine Balls, Stopwatches, Basketballs, Cones, Climbing, Ropes, Cargo Net, Vertical Ladder, Horizontal Ladder, Mats, Steppers, Punching Bag and Gloves, Stereo for Pacer Test (and iPod)
<b>Flag Football</b> - Students will perform running pass patterns, running plays avoiding other players trying to pull off a flag, etc.	<a href="http://www.Pecentral.com">www.Pecentral.com</a> <a href="http://www.Mrgym.com">www.Mrgym.com</a> Flags, Footballs, Cones
<b>Literature</b>	
<ul style="list-style-type: none"> <li>• A Teacher's Guide to Elementary School Physical Education - 4th Edition Norman A. Cochran, Lloyd C. Wilkinson, John J. Furlow</li> <li>• Fitness For Life - A Teacher's Guide Guy C. LeMaster, Dolly D. Lambdin, Charles B. Corbin</li> </ul>	
<b>Websites</b>	
<a href="http://www.isport.com">www.isport.com</a>	<a href="http://www.Activekids.com">www.Activekids.com</a>
<a href="http://www.Wikipedia.com">www.Wikipedia.com</a>	<a href="http://www.Pecentral.com">www.Pecentral.com</a>
<a href="http://www.Associationfootball.com">www.Associationfootball.com</a>	<a href="http://www.teach-nology.com">www.teach-nology.com</a>

## **Accommodations & Modifications**

### **English Language Learners**

- Use of concrete examples before beginning activity.
- Cue student by stating name before asking a question, or speaking to them.
- Assign student a peer tutor/partner learner when necessary

### **Gifted and Talented**

- Provide more challenging opportunities with use of manipulative that will challenge the skill being taught to other students.
- Allow students who exceed objective expectations, the opportunity to visit subject specific interactive websites.

### **Basic Skills**

- Use Cue Words and Prompts
- Modify speed to fit student needs
- Simplify movements or reduce the number of steps in an activity
- Total Physical Response (TPR) : kinesthetic learning
- Provide Students with Verbal and Visual Directions
- Preview Vocabulary and Skills Before Lesson to Build Background Knowledge
- Assign Student a Peer Tutor, Buddy, or Partner Learner to Help Teach and Support Student Needs
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities

### **Economically Disadvantaged**

- Modify speed
- Simplify or Modify Movements
- Provide Students with Visuals (through pictures or videos) as Concrete Examples
- Allow Students Additional Time to Complete Activity
- Use Consistent Terminology
- Provide a Variety of Size Manipulatives to Accommodate Student Needs and Abilities
- Repeat or Reword a Question or Directions to Help Promote Student Understanding

### **Special Education**

- Provide differentiated instruction as needed
- Follow all IEP modifications/504 plan
- Provide manipulatives
- Provide student with cool off location.

- Provide variety of size manipulatives to accommodate student needs.