

# **MANSFIELD TOWNSHIP SCHOOL DISTRICT**

## **JOHN HYDOCK ELEMENTARY SCHOOL AND MANSFIELD TOWNSHIP ELEMENTARY SCHOOL**



### **PHYSICAL EDUCATION CURRICULUM GRADES K – 6**

**Board Approved ~ December 2018**

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## ***MISSION STATEMENT***

The knowledge of health and physical education concepts and skills empowers students to assume a lifelong commitment to develop physical, social, and emotional wellness.

Exposure to this curriculum in each grade level will give our students the knowledge and skill base necessary to make behavior choices over a lifetime that will promote optimum health, safety and full enjoyment during all stages of life.

## ***PHILOSOPHY***

Physical Education is a process which experiences learning through movement. Through active participation in a variety of enjoyable activities, the learner acquires knowledge and skills which provide a foundation for lifelong commitment to physical activity and its inherent health benefits. Activities are presented so that the individual will have the opportunity to grow: physically; intellectually; socially; and emotionally; learning many skills needed later in life.

Overall, Physical Education should provide an enjoyable learning situation helping young people acquire the skills and self confidence they will need to participate in a wide variety of physical activities, and to instill within students a desire to be active for life.

The Mansfield Township School District endorses a well planned, organized and executed physical education program designed to develop the whole child. Program excellence should encompass but not be limited to the following guidelines.

A comprehensive Physical Education program should be:

- balanced, sequential, and age-appropriate;
- safe, productive, and enjoyable for all participants;
- cooperative in nature with the philosophy that "everybody can";
- developmental, corrective, and remedial in nature;
- one aspect of a comprehensive school health system;
- offered to children through class, and taught by certified physical education teachers at each grade level;
- flexible and adaptable to accommodate at-risk or special needs students;
- accommodate a wide range of learning styles;
- recognize diversity and be multiculturally sensitive;

- emphasize a variety of cognitive, affective, and psychomotor learning objectives and teaching strategies;
- accountable to state and national standards;
- related when possible to student's real-life experiences;
- supplemented by teacher training, technical assistance, and administrative commitment.

### **Comprehensive Health and Physical Education in the 21<sup>st</sup> Century**

**Health Literacy** is an integral component of 21<sup>st</sup> century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.

- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

### **Intent and Spirit of the Comprehensive Health and Physical Education Standards**

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

**MANSFIELD TOWNSHIP SCHOOL DISTRICT**  
**PHYSICAL EDUCATION PROGRAM GOALS**  
**K - 6TH GRADE**

The following goals were developed in accordance with the New Jersey Core Curriculum Content Standards in the following categories: Movement Skills and Concepts; Strategy; Sportsmanship, Rules, & Safety; and Fitness & Physical Activity.

**AFFECTIVE GOALS:** The students will:

1. Display enjoyment and a positive self-concept while participating successfully in sport, fitness, and creative movement experiences.
2. Show an appreciation of individual differences and the beneficial relationships that can be established and enhanced through physical activity experiences.
3. Demonstrate personal autonomy, responsibility, honesty, and a positive competitive spirit while working respectfully and cooperatively with others.

**PSYCHOMOTOR GOALS:** The students will:

1. Perform skills and activities that effectively maintain physical fitness.
2. Relate the mechanics of physical fitness to activities.
3. Demonstrate the ability to perform physical fitness tasks correctly and safely.
4. Perform satisfactorily on physical fitness tests.
5. Demonstrate an appropriate level of physical fitness consistent with their individual potential.
6. Exhibit competence in a variety of locomotor, non-locomotor, and manipulative skills performed individually and in groups.
7. Move effectively, efficiently, and creatively by integrating movement concepts into their skill development.
8. Satisfactorily perform a variety of sport skills while participating in both learning tasks and competitive/cooperative activities.

**COGNITIVE GOALS:** The students will:

1. Display knowledge of motor skills, rules, and strategies that support safe and effective performance in physical education activities.
2. Employ critical and creative thinking skills and strategies.



3. Identify potential hazards and safety measures.
4. Display knowledge of the different parts of fitness, and the appropriate exercises/activities that are needed to improve each area.

***SOCIAL GOALS:*** The students will:

1. Demonstrate cooperation in individual, small group and large group activities.
2. Recognize and value individual differences.
3. Demonstrate leadership in a variety of ways.
4. Work independently where appropriate and assume responsibility for one's actions.
5. Listen and follow directions, and play by established rules.
6. Learn to evaluate one's performance based on quality of play and individual improvement, rather than simply the outcome of the activity or game.
7. Demonstrate a respect for teacher and classmates, as well as school equipment and facilities.

*Developed by the National Association for Sport and Physical Education*

*A physically educated person:*

1. Demonstrates competency in many movement forms and proficiency in a few movement forms
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrates responsible personal and social behavior in physical activity settings.
6. Demonstrates understanding and respect for differences among people in physical activity settings.
7. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

The above National Content Standards were included to demonstrate that not only does this curriculum meet the N.J. State Comprehensive Curriculum Standards, but National Standards as well.

***N.J. COMPREHENSIVE  
HEALTH & PHYSICAL EDUCATION  
LIST OF STANDARDS***

- 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
- 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.
- 2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy active lifestyle.
- 2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy active lifestyle.
- 2.5\* Motor Skill Development: All students will utilize safe, efficient and effective movement to development and maintain a healthy, active lifestyle.***
- 2.6\* Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.***

***\*Standards 2.5 and 2.6*** and their ***strands*** and ***Cumulative Progress Indicators*** (listed on following pages) are the predominant standards that correlate to various objectives listed throughout this Physical Education curriculum.

After each objective, the standard number(s), strand(s), and CPI(s) that are applicable, will be designated. The remaining standards pertain mostly to the Health curriculum, but where there is overlap it will be noted.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>A. Movement Skills and Concepts</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

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.
		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.

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.
	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.

6	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	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 relationships 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).

Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.	2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
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<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>		
<b>Standard</b>	<b>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>		
<b>Strand</b>	<b>B. Strategy</b>		
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2	Teamwork consists of effective communication and other interactions between team members.	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 <u>and group</u> members to achieve goals.	

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.
6	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	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	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.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.
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.

6	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.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.
	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.

<b>Content Area</b>		<b>Comprehensive Health and Physical Education</b>	
<b>Standard</b>		<b>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</b>	
<b>Strand</b>		<b>C. Sportsmanship, Rules, and Safety</b>	
<b>By the end of grade</b>	<b>Content Statement</b>	<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</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.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.



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.
6	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.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.
	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.

<b>Content Area</b>	<b>Comprehensive Health and Physical Education</b>
<b>Standard</b>	<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>
<b>Strand</b>	<b>A. Fitness and Physical Activity</b>

By the end of grade	Content Statement	CPI #	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.6. P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		2.6. 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	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.
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.
6	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	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.
		2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
		2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
		2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

# Pacing Guide

Grade Level	Physical Education			Health		
	Marking Period 1	Marking Period 2	Marking Period 2	Marking Period 1	Marking Period 2	Marking Period 2
<b>Kindergarten</b>	<ul style="list-style-type: none"> <li>• Spatial Awareness</li> <li>• Hand-Eye Coordination</li> <li>• Foot-Eye Coordination</li> <li>• Intro to equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball skills (Dribbling, Passing, Shooting, Defense)</li> <li>• Scooter Skills</li> <li>• Gymnastics</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey Skills</li> <li>• Jump- Rope Tricks</li> <li>• Lacrosse Skills</li> <li>• Kick Ball</li> <li>• Baseball Skills</li> <li>• Field Day training</li> </ul>	<ul style="list-style-type: none"> <li>• Mental and Emotional Health</li> <li>• Family and Social Health</li> <li>• Growth and Development</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Personal Health &amp; Physical Activity</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Communicable and Chronic Health</li> </ul>	<ul style="list-style-type: none"> <li>• Consumer &amp; Community Health</li> <li>• Environmental Health</li> <li>• Injury Prevention &amp; Safety</li> </ul>
<b>1st Grade</b>						
<b>2nd Grade</b>						
<b>3rd Grade</b>	<ul style="list-style-type: none"> <li>• Low organizational games</li> <li>• Soccer skills and modified games</li> <li>• Football skills and modified games</li> <li>• Fall Activities</li> <li>• Physical fitness tests</li> <li>• Team Handball activities and modified games</li> <li>• Cooperative activities</li> </ul>	<ul style="list-style-type: none"> <li>• Health lessons</li> <li>• Basketball skills and modified games</li> <li>• Jump rope activities (short and long rope)</li> <li>• Volleyball skills and modified games</li> <li>• Badminton skills and modified games</li> <li>• Pickleball skills and modified games</li> </ul>	<ul style="list-style-type: none"> <li>• Floor hockey skills and modified games</li> <li>• Lacrosse skills and modified games</li> <li>• Softball skills and modified games</li> <li>• Whiffleball skills and modified games</li> <li>• Obstacle courses</li> <li>• Relay races</li> <li>• Rhythmic / dance activities</li> <li>• Field Day activities</li> </ul>	<ul style="list-style-type: none"> <li>• Mental and Emotional Health</li> <li>• Family and Social Health</li> <li>• Growth and Development</li> </ul>	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Personal Health &amp; Physical Activity</li> <li>• Alcohol, Tobacco, and Other Drugs</li> <li>• Communicable and Chronic Health</li> </ul>	<ul style="list-style-type: none"> <li>• Consumer &amp; Community Health</li> <li>• Environmental Health</li> <li>• Injury Prevention &amp; Safety</li> </ul>
<b>4th Grade</b>						
<b>5th Grade</b>						
<b>6th Grade</b>						

## KINDERGARTEN - PE & Health

Objective	CPI	Expectation	Suggested Activities	Assessment
Affective Objectives:	2.2.2.A.1 2.2.2.B.1 2.5.2.A.1 2.5.2.B.3 2.5.2.C.2 2.6.2.A.1	<ul style="list-style-type: none"> <li>• Show ability to listen and follow directions.</li> <li>• Show ability to perform movement evaluative tasks alone and with other children.</li> <li>• Find a beginning of self confidence through participation.</li> <li>• Begin to demonstrate respect and consideration for self and others, and show a positive attitude towards improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement experiences</li> <li>• Parachute activities</li> <li>• Rhythmic activities and dance</li> <li>• Low organizational games</li> <li>• Tumbling and animal walks</li> <li>• Hula Hoop challenges; activities; and games</li> <li>• Ball skills (playground balls) and lead up games for catching, throwing, kicking, dribbling and rolling.</li> <li>• Bean Bag challenges; activities; and games</li> <li>• Scooter activities and challenges</li> <li>• Scarf activities and challenges</li> <li>• Ribbon stick activities</li> <li>• Self tossing / catching</li> <li>• Soccer skills &amp; lead up games</li> <li>• Basketball skills &amp; lead up games</li> <li>• Striking skills (beach ball volleyball; batting)</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b> Teacher Assessment: Students will demonstrate responsible personal and social behavior in physical activity settings by following all classroom rules, sharing space and equipment with each other, respects each other, and responds to teachers signals for attention at all times.</p>
Psychomotor Objectives	2.2.2.A.1 2.2.2.B.1 2.5.2.A.1 2.5.2.A.2	<ul style="list-style-type: none"> <li>• Identify and control isolated parts of the body.</li> <li>• Begin to understand auditory and visual discrimination skills in tracking and moving rhythmically.</li> </ul>	<ul style="list-style-type: none"> <li>• Movement experiences</li> <li>• Parachute activities</li> <li>• Rhythmic activities and dance</li> <li>• Low organizational games</li> <li>• Tumbling and animal walks</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review.</p>

	<p>2.5.2.A.3 2.5.2.B.3 2.5.2.C.2 2.6.2.A.1</p>	<ul style="list-style-type: none"> <li>● Discover movement tasks involving creative expression.</li> <li>● Begin to demonstrate movement tasks involving eye-hand, eye-foot coordination, body awareness and space-time orientation.</li> <li>● Begin to demonstrate movement tasks involving laterality, directionality and touch discrimination.</li> <li>● Begin to demonstrate movement tasks involving auditory and visual discrimination, locomotor and non-locomotor skills at different levels, tempos, and size.</li> <li>● Demonstrate movement tasks involving mechanics of balance.</li> <li>● Begin to use objects to play.</li> <li>● Participate in fundamental movement skills to music</li> </ul>	<ul style="list-style-type: none"> <li>● Hula Hoop challenges; activities; and games</li> <li>● Ball skills (playground balls) and lead up games for catching, throwing, kicking, dribbling and rolling.</li> <li>● Bean Bag challenges; activities; and games</li> <li>● Scooter activities and challenges</li> <li>● Scarf activities and challenges</li> <li>● Ribbon stick activities</li> <li>● Self tossing / catching</li> <li>● Soccer skills &amp; lead up games</li> <li>● Basketball skills &amp; lead up games</li> <li>● Striking skills (beach ball volleyball; batting)</li> </ul>	<p><b>Formative Assessment</b> Teacher assessment. Students will demonstrate appropriate steps to accomplish each specific skill per activity.</p>
<p>Cognitive Objectives:</p>	<p>2.1.2.D.1 2.5.2.A.1 2.5.2.A.3 2.5.2.A.4 2.5.2.C.2</p>	<ul style="list-style-type: none"> <li>● Demonstrate knowledge of the rules for participating in the gymnasium and on the playing field.</li> <li>● Become aware of the differences in what you hear.</li> <li>● Begin to understand sequential and directional movement tasks involving auditory memory discrimination.</li> <li>● Develop an understanding of creative self-expression.</li> <li>● Become aware of basic movement tasks of isolated parts of the body.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement experiences</li> <li>● Parachute activities</li> <li>● Rhythmic activities and dance</li> <li>● Low organizational games</li> <li>● Tumbling and animal walks</li> <li>● Hula Hoop challenges; activities; and games</li> <li>● Ball skills (playground balls) and lead up games for catching, throwing, kicking, dribbling and rolling.</li> <li>● Bean Bag challenges; activities; and games</li> <li>● Scooter activities and challenges</li> <li>● Scarf activities and challenges</li> <li>● Ribbon stick activities</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b> Students will demonstrate an understanding and knowledge of skills, rules, strategies and game concepts, to help them achieve.</p>

		<ul style="list-style-type: none"> <li>● Identify potential hazards and safety measures.</li> <li>● Follow directions given to the class for an all-class activity.</li> <li>● Respond to teacher signals for attention.</li> </ul>	<ul style="list-style-type: none"> <li>● Self tossing / catching</li> <li>● Soccer skills &amp; lead up games</li> <li>● Basketball skills &amp; lead up games</li> <li>● Striking skills (beach ball volleyball; batting)</li> </ul>	
Social Objectives:	<p>2.1.2.E.2</p> <p>2.2.2.A.1</p> <p>2.2.2.D.1</p> <p>2.5.2.C.1</p>	<ul style="list-style-type: none"> <li>● Show cooperation, by sharing equipment, taking turns, and sharing ideas with a partner.</li> <li>● Begin to appreciate what others can do.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement experiences</li> <li>● Parachute activities</li> <li>● Rhythmic activities and dance</li> <li>● Low organizational games</li> <li>● Tumbling and animal walks</li> <li>● Hula Hoop challenges; activities; and games</li> <li>● Ball skills (playground balls) and lead up games for catching, throwing, kicking, dribbling and rolling.</li> <li>● Bean Bag challenges; activities; and games</li> <li>● Scooter activities and challenges</li> <li>● Scarf activities and challenges</li> <li>● Ribbon stick activities</li> <li>● Self tossing / catching</li> <li>● Soccer skills &amp; lead up games</li> <li>● Basketball skills &amp; lead up games</li> <li>● Striking skills (beach ball volleyball; batting)</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b> Students will display a positive attitude and willingness to work with their peers to accomplish a common goal.</p>
<h1>Health</h1>				
Unit	CPI	Expectation	Suggested Materials	Person Responsible
1	2.1.2.A.1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>🎬 Tell when you have good health.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 1	Classroom teacher

<p><b>Mental and Emotional Health</b></p>	<p>2.1.2.E.3 2.2.2.B.1 2.2.2.C.1</p>	<p>☛ Name ways to take care of your health.</p> <p>☛ Tell what a wise decision is.</p> <p>☛ Tell ways to say NO.</p> <p>☛ Tell what good character is.</p> <p>☛ Tell ways to share feelings.</p> <p>☛ Tell what stress is.</p> <p>☛ Name grown-ups to talk to in hard times.</p>	<p>Totally Awesome Health (TAH) Lessons 1-5</p> <p>Health and Wellness Teacher’s Edition – Kindergarten (MacMillan/McGraw-Hill)</p>	<p>Selected monthly topics for Character Education Program JHES.</p> <p>(Classroom teacher to be advised of topic covered in Character Education)</p>
<p><b>2 Family and Social Health</b></p>	<p>2.1.2.E.1 2.1.2.E.2 2.2.2.B.3 2.4.2.A.1</p>	<p>Students will be able to:</p> <p>☛ Tell what respect is.</p> <p>☛ Tell how not to fight.</p> <p>☛ Tell different kinds of families.</p> <p>☛ Tell ways to help family members.</p> <p>☛ Tell how to make wise decisions with friends.</p> <p>☛ Name ways families change.</p>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 2</p> <p>Totally Awesome Health (TAH) Lessons 6-9</p> <p>Health and Wellness Teacher’s Edition – Kindergarten (Macmillan/McGraw-Hill)</p> <p>Love is a Family (Downey) Book in Health Office</p>	<p>Classroom teacher</p> <p>Selected monthly topics for Character Education Program JHES</p> <p>(Classroom teacher to be advised of topic covered in Character Education)</p>
<p><b>3 Growth and Development</b></p>	<p>2.1.2.A.2</p>	<p>Students will be able to:</p> <p>☛ Name to body parts: head, neck, arm, hand, fingers, chest, leg, foot, parts of face.</p> <p>☛ Tell ways you will grow.</p> <p>☛ Act in ways to show you are special.</p> <p>☛ Tell what special is.</p>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 3</p> <p>Totally Awesome Health (TAH) Lesson 3, 11, 12</p> <p>My Amazing Body (Thomas) Book in Health Office</p>	<p>Classroom Teacher</p>



			Health and Wellness Teacher's Edition – Kindergarten (McMillan/McGraw Hill)	
4 Nutrition	2.1.2.A.1 2.1.2.B.1 2.1.2.B.2 2.1.2.B.3 2.1.2.C.2	Students will be able to: <ul style="list-style-type: none"> <li>■ Name the five healthful food groups.</li> <li>■ Tell why you should eat few fatty foods.</li> <li>■ Tell foods for healthful meals and snacks.</li> <li>■ Name fast foods that are low in sugar.</li> <li>■ Tell why you need to eat less sugar.</li> <li>■ Point to the part of a food label that talks about fat.</li> <li>■ Tell how germs get into food.</li> <li>■ Tell what good table manners are.</li> </ul>	Totally Awesome Health (TAH) Lessons 13, 14, 15  (TASSTH) Lesson 4  Health and Wellness Teacher's Edition – Kindergarten (McMillan/McGraw Hill)	Classroom Teacher
5 Personal Health & Physical Activity	2.1.2.A.1 2.1.2.A.2 2.1.2.C.2	Students will be able to: <ul style="list-style-type: none"> <li>■ Tell why you need checkups.</li> <li>■ Tell how to brush and floss teeth.</li> <li>■ Tell why you need to go to the dentist.</li> <li>■ Tell ways to be neat and clean.</li> <li>■ Tell how to wash hands.</li> <li>■ Tell what sleep is.</li> <li>■ Tell exercises you can enjoy.</li> <li>■ Tell ways to play safe.</li> </ul>	Totally Awesome Health (TAH) Lessons 10, 14, 16, 17, 18, 25  (TASSTH) Lesson 5  Health and Wellness Teacher's Edition – Kindergarten (McMillan/McGraw-Hill)  Froggy Goes to the Doctor (London) Book in Health Office	Classroom Teacher  Resource: Outside speakers (i.e. dentist)  Physical Education Teacher (Phys. Ed class)
6 Alcohol, Tobacco, and Other Drugs	2.1.2.A.1 2.2.2.A.1 2.3.2.A.1 2.3.2.B.1 2.3.2.B.2 2.3.2.B.3 2.3.2.C.1	Students will be able to: <ul style="list-style-type: none"> <li>■ Name grown-ups who can give you medicine.</li> <li>■ Tell how drinking harms health.</li> <li>■ Tell how to say NO to drugs.</li> <li>■ Name grown-ups who can help someone who uses drugs in unsafe ways.</li> <li>■ Tell how smoking harms health.</li> </ul>	Totally Awesome Health (TAH) Lessons 19 – 22  (TASSTH) Lesson 6  Health and Wellness Teacher's Edition – Kindergarten	Classroom Teacher

	2.3.2.C.2	<ul style="list-style-type: none"> <li>☞ Tell what secondhand smoke is.</li> </ul>	(McMillan/McGraw-Hill)	
7 <b>Communicable and Chronic Health</b>	2.1.2.A.1 2.1.2.C.1 2.1.2.C.2	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>☞ Tell how not to spread germs.</li> <li>☞ Tell what a symptom is.</li> <li>☞ Tell how to prevent heart disease.</li> <li>☞ Tell how to prevent cancer.</li> <li>☞ Name things that make it hard to breathe.</li> </ul>	<p>Totally Awesome Health (TAH) Lessons 23, 24</p> <p>(TASSTH) Lesson 7</p> <p>Health and Wellness Teacher’s Edition – Kindergarten (McMillan/McGraw-Hill)</p>	Classroom Teacher
8 <b>Consumer &amp; Community Health</b>	2.2.2.B.3 2.2.2.E.1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>☞ Name health helpers to ask health facts.</li> <li>☞ Tell ways to learn facts.</li> <li>☞ Name grooming products you have seen in ads.</li> <li>☞ Tell how to choose entertainment.</li> </ul>	<p>Totally Awesome Health (TAH) Lessons 2, 16 ,25, 26</p> <p>(TASSTH) Lesson 8</p> <p>Health and Wellness Teacher’s Edition – Kindergarten (McMillan/McGraw-Hill)</p>	Classroom Teacher
9 <b>Environmental Health</b>	2.1.2.A.1 2.4.2.A.1  Cross over with science curriculum.	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>☞ Tell what litter is.</li> <li>☞ Tell what a neighborhood is</li> <li>☞ Turn lights out when you leave a room.</li> <li>☞ Tell what noise is.</li> </ul>	<p>Totally Awesome Health (TAH) Lesson 27, 28</p> <p>(TASSTH) Lesson 9</p> <p>Health and Wellness Teacher’s Edition – Kindergarten (McMillan/McGraw-Hill)</p>	Classroom Teacher
10 <b>Injury Prevention &amp; Safety</b>	2.1.2.A.1 2.1.2.D.1 2.1.2.D.2 2.1.2.D.3	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>☞ Tell traffic safety rules.</li> <li>☞ Tell when to wear a safety belt.</li> <li>☞ Tell what to do in bad weather.</li> <li>☞ Tell how to be safe from a stranger.</li> </ul>	<p>Totally Awesome Health (TAH) Lesson 29-32</p> <p>(TASSTH) Lesson 10</p>	Classroom Teacher   Nurse Resource

	2.2.2.A.1	<ul style="list-style-type: none"> <li>📖 Tell why you should not touch a gun.</li> <li>📖 Tell how to call 9-1-1.</li> <li>📖 Tell what to do for scrapes and burns.</li> <li>📖 Tell how to be safe from inappropriate touch.</li> <li>📖 Name adults that you can trust.</li> </ul>	<p>Health and Wellness Teacher’s Edition – Kindergarten (McMillan/McGraw-Hill)</p> <p>It’s My Body (Freeman) Your Body Belongs to You (Spelman) Books in Health Office</p>	
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**Assessment:** Evaluation in Physical Education & Health is a process of determining whether the goals of an individual, a group, or a program are being reached.

- **Health Assessments-** Assessment will be used to evaluate progress, to improve thinking skills and knowledge, and to motivate students to live a healthy lifestyle.
- **Physical Education Assessments-** Assessment will be used to evaluate progress, to improve skills and knowledge, and to motivate students to be physically active.

<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● iPad</li> <li>● Projector</li> <li>● Music Cart</li> <li>● 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</li> </ul>	<p><b><u>21st Century &amp; Career:</u></b></p> <ul style="list-style-type: none"> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP12. Work productively in teams while using cultural global competence.</li> <li>● 9.1.4.B.5 Identify ways to earn and save.</li> </ul>
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**Cross Curricular Connections:**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

K.CCA. Know number names and the count sequence.

- 1. Count to 100 by ones and by tens.

- 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
  - B. Count to tell the number of objects.
    - a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object
  - C. Compare numbers. 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- K.OA.A. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- 1. Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings<sup>2</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
  - 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
  - 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
  - 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. 5. Demonstrate fluency for addition and subtraction within 5.

### Accommodations & Modifications

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this grade level are:** Teacher lead Warm-Ups along with color coordinated, organized running lines for dynamic Warm-Ups.

# First Grade

Objective	CPI	Expectation	Suggested Activities	Assessment
Affective Objectives:	2.1.2.D.1 2.2.2.A.1 2.2.2.B.2	<ul style="list-style-type: none"> <li>● Engage in activities that promote individual success.</li> <li>● Demonstrate a sense of joy and appreciation for movement.</li> <li>● Identify and practice safe behavior for self and toward others in the play environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement activities</li> <li>● Parachute activities</li> <li>● Soccer skills and lead up games</li> <li>● Rhythmic activity and dance</li> <li>● Individual jump rope challenges</li> <li>● Long rope challenges</li> <li>● Low organizational games</li> <li>● Age appropriate tumbling and stunts</li> <li>● Hoop challenges and games</li> <li>● Ball skills (various types &amp; sizes) and lead up games</li> <li>● Bean bag challenges and games</li> <li>● Scooter activities and games</li> <li>● Scarf activities and challenges</li> <li>● Relay races</li> <li>● Striking skills (i.e. batting; beach ball or balloon)</li> <li>● Basketball skills and lead up games</li> <li>● Ribbon stick activity and challenges</li> <li>● Throwing and Catching skills</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review Quiz</p> <p><b>Formative Assessment:</b> Teacher Assessment: Students will demonstrate responsible personal and social behavior in physical activity settings by following all classroom rules, sharing space and equipment with each other, respects each other, and responds to teachers signals for attention at all times.</p>
Psychomotor Objectives	2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.6.2.A.1 2.6.2.A.2	<ul style="list-style-type: none"> <li>● Demonstrate competency in: locomotor skills; non-locomotor skills; and manipulative skills through individual activities and movement challenges.</li> <li>● Move appropriately to own and imposed rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement activities</li> <li>● Parachute activities</li> <li>● Soccer skills and lead up games</li> <li>● Rhythmic activity and dance</li> <li>● Individual jump rope challenges</li> <li>● Long rope challenges</li> <li>● Low organizational games</li> <li>● Age appropriate tumbling and stunts</li> <li>● Hoop challenges and games</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review.</p> <p><b>Formative Assessment</b></p>

		<ul style="list-style-type: none"> <li>● Use fundamental motor skills appropriately in movement activities.</li> <li>● Identify and begin to utilize the technique employed (leg flexion) to soften landing in jumping.</li> </ul>	<ul style="list-style-type: none"> <li>● Ball skills (various types &amp; sizes) and lead up games</li> <li>● Bean bag challenges and games</li> <li>● Scooter activities and games</li> <li>● Scarf activities and challenges</li> <li>● Relay races</li> <li>● Striking skills (i.e. batting; beach ball or balloon)</li> <li>● Basketball skills and lead up games</li> <li>● Ribbon stick activity and challenges</li> <li>● Throwing and Catching skills</li> </ul>	Teach assessment. Students will demonstrate appropriate steps to accomplish each specific skill per activity.
Cognitive Objectives:	<p>2.1.2.D.1</p> <p>2.1.2.E.2</p> <p>2.2.2.A.1</p> <p>2.5.2.A.1</p> <p>2.5.2.A.2</p>	<ul style="list-style-type: none"> <li>● Participate in activities which involve problem solving.</li> <li>● Participate in activities which involve variation in basic movement patterns.</li> <li>● Demonstrate knowledge of body awareness; space awareness; and qualities of movement.</li> <li>● Apply movement concepts to fundamental motor skills and simple motor activities (individual and/or small group).</li> <li>● Creatively define movement challenges.</li> <li>● Identify potential safety hazards in the play environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement activities</li> <li>● Parachute activities</li> <li>● Soccer skills and lead up games</li> <li>● Rhythmic activity and dance</li> <li>● Individual jump rope challenges</li> <li>● Long rope challenges</li> <li>● Low organizational games</li> <li>● Age appropriate tumbling and stunts</li> <li>● Hoop challenges and games</li> <li>● Ball skills (various types &amp; sizes) and lead up games</li> <li>● Bean bag challenges and games</li> <li>● Scooter activities and games</li> <li>● Scarf activities and challenges</li> <li>● Relay races</li> <li>● Striking skills (i.e. batting; beach ball or balloon)</li> <li>● Basketball skills and lead up games</li> <li>● Ribbon stick activity and challenges</li> <li>● Throwing and Catching skills</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b> Students will demonstrate an understanding and knowledge of skills, rules, strategies and game concepts, to help them achieve.</p>

Social Objectives:	<p>2.2.2.A.1</p> <p>2.2.2.B.1</p> <p>2.2.2.C.1</p> <p>2.2.2.D.1</p>	<ul style="list-style-type: none"> <li>● Show cooperation with others by: sharing equipment; taking turns; and sharing ideas with a partner.</li> <li>● Practice on task behavior in small groups without direct teacher supervision.</li> <li>● Perform the following communication skills: make eye contact when talking to another person and listen quietly without interruption when peers or teachers are talking.</li> <li>● Demonstrate support and encouragement of others of different abilities/skill levels.</li> <li>● Be a contributing member of a group.</li> <li>● Follow simple game rules.</li> <li>● Work with a wide variety of partners.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement activities</li> <li>● Parachute activities</li> <li>● Soccer skills and lead up games</li> <li>● Rhythmic activity and dance</li> <li>● Individual jump rope challenges</li> <li>● Long rope challenges</li> <li>● Low organizational games</li> <li>● Age appropriate tumbling and stunts</li> <li>● Hoop challenges and games</li> <li>● Ball skills (various types &amp; sizes) and lead up games</li> <li>● Bean bag challenges and games</li> <li>● Scooter activities and games</li> <li>● Scarf activities and challenges</li> <li>● Relay races</li> <li>● Striking skills (i.e. batting; beach ball or balloon)</li> <li>● Basketball skills and lead up games</li> <li>● Ribbon stick activity and challenges</li> <li>● Throwing and Catching skills</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b> Students will display a positive attitude and willingness to work with their peers to accomplish a common goal.</p>

# Health

Unit	CPI	Expectation	Suggested Materials	Person Responsible
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<p style="text-align: center;"><b>1</b> <b>Mental and Emotional Health</b></p>	<p>2.1.2.A.1 2.1.2.C.3 2.1.2.E.3 2.2.2.A.1 2.2.2.B.1 2.2.2.B.4 2.2.2.C.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell what good health is.</li> <li>■ Tell when you should do life skills.</li> <li>■ Tell how to make a health goal.</li> <li>■ Tell how to make wise decisions.</li> <li>■ Tell what a wrong decision is.</li> <li>■ Tell how to use “Say No” skills.</li> <li>■ Tell ways to show good character.</li> <li>■ Tell different feelings you have.</li> <li>■ Tell how healthful it is to share feelings.</li> <li>■ Tell what to do when you feel stress.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 1</p> <p>Totally Awesome Health (TAH) Lesson 1- 4</p> <p>Health &amp; Wellness Teachers Edition First Grade (MacMillan/McGraw-Hill)</p>	<p>Classroom teacher</p> <p>Selected monthly topics for Character Education Program JHES.</p> <p>(Classroom teacher to be advised of topic covered in Character Education)</p>
<p style="text-align: center;"><b>2</b> <b>Family and Social Health</b></p>	<p>2.1.2.E.1 2.1.2.E.2 2.2.2.C.1 2.4.2.A.1 2.4.2.A.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell ways to show respect for others.</li> <li>■ Tell ways to work out conflict.</li> <li>■ Tell things friends can do together.</li> <li>■ Tell how friends can make wise decisions.</li> <li>■ Tell what to do if you have family changes.</li> <li>■ Tell jobs and responsibilities each family member has.</li> <li>■ Tell ways to help at home.</li> <li>■ Tell ways families change when a new baby joins the family.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 2</p> <p>Totally Awesome Health (TAH) Lesson 5-7</p> <p>Health &amp; Wellness Teachers Edition First Grade (MacMillan/McGraw-Hill)</p> <p>Hi, New Baby (Harris) – Book in Health Office</p>	<p>Classroom teacher</p> <p>Selected monthly topics for Character Education Program JHES</p> <p>(Classroom teacher to be advised of topic covered in Character Education)</p>



<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>Growth and Development</b></p>	<p>2.1.2.A.1 2.1.2.A.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Name body parts: head, shoulder, finger, elbow, hand, chest, knee, thigh, ankle, toe.</li> <li>■ Tell ways to take care of body parts.</li> <li>■ Tell ways you will age.</li> <li>■ Tell ways you are special.</li> <li>■ Tell ways to learn.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 3</p> <p>Totally Awesome Health (TAH) Lesson 8 &amp; 9</p> <p>Health &amp; Wellness Teachers Edition First Grade (MacMillan/McGraw-Hill)</p>	<p>Classroom Teacher</p>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Nutrition</b></p>	<p>2.1.2.A.1 2.1.2.B.1 2.1.2.B.2 2.1.2.B.3 2.1.2.C.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Name the five healthful food groups.</li> <li>■ Name parts of the Food Pyramid.</li> <li>■ Tell how to choose healthful snacks.</li> <li>■ Tell how to choose healthful fast foods.</li> <li>■ Tell how to stay at a healthful weight.</li> <li>■ Tell what a food label shows.</li> <li>■ Tell why you wash your hands before you eat.</li> <li>■ Name good table manners.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 4</p> <p>Totally Awesome Health (TAH) Lesson 10, 11, 12</p> <p>Health &amp; Wellness Teachers Edition First Grade (MacMillan/McGraw-Hill)</p> <p>“Healthful Foods/Health &amp; Wellness Pamphlet “ Booklet in Health Office</p>	<p>Classroom teacher</p>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Personal Health &amp; Physical Activity</b></p>	<p>2.1.2.A.1 2.1.2.A.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell what happens in a checkup.</li> <li>■ Tell what happens in a dental checkup.</li> <li>■ Tell what flossing is.</li> <li>■ Tell six ways to care for teeth.</li> <li>■ Tell how you can groom yourself.</li> <li>■ Tell why you need good posture.</li> <li>■ Tell how much sleep you need.</li> <li>■ Tell why you need fitness.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 5</p> <p>Totally Awesome Health (TAH) Lesson 13, 14, 15</p> <p>Health &amp; Wellness Teachers Edition First Grade (MacMillan/McGraw-Hill)</p>	<p>Classroom teacher</p> <p>Resource outside speakers (i.e. dentist)</p> <p>Physical Education Teacher</p>

		<ul style="list-style-type: none"> <li>■ Tell how to work out to get heart fitness.</li> <li>■ Tell exercises to do to warm up.</li> <li>■ Tell why you need fitness.</li> </ul>		(Phys. Ed. Class)
<b>6</b> <b>Alcohol, Tobacco, and Other Drugs</b>	<p>2.1.2.A.1 2.1.2.D.2 2.2.2.A.1 2.3.2.A.1 2.3.2.A.2 2.3.2.B.1 2.3.2.B.2 2.3.2.B.3 2.3.2.B.4 2.3.1.C.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell what medicine does.</li> <li>■ Tell rules for safe use of medicine.</li> <li>■ Tell what a poison is.</li> <li>■ Tell products that contain alcohol.</li> <li>■ Tell how alcohol harms health.</li> <li>■ Tell how to say “NO” to drinking.</li> <li>■ Tell groups that help people stop using tobacco.</li> <li>■ Tell why tobacco is harmful.</li> <li>■ Tell why secondhand smoke is harmful.</li> <li>■ Tell what drug-free is.</li> <li>■ Tell drugs that are against the law.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 6</p> <p>Totally Awesome Health (TAH) Lesson 16, 17, 18, 19</p> <p>Health &amp; Wellness Teachers Edition First Grade (MacMillan/McGraw-Hill)</p>	Classroom teacher
<b>7</b> <b>Communicable and Chronic Health</b>	<p>2.1.2.A.1 2.1.2.A.2 2.1.2.C.1 2.1.2.C.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell how germs are spread.</li> <li>■ Tell when to wash your hands.</li> <li>■ Tell what a vaccine is.</li> <li>■ Tell what to do for a cold and a sore throat.</li> <li>■ Tell foods that help stop heart disease.</li> <li>■ Tell exercises that help stop heart disease.</li> <li>■ Tell how to stop cancer.</li> <li>■ Tell how to protect yourself from the sun.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 7</p> <p>Totally Awesome Health (TAH) Lesson 20, 21, 22, 23</p> <p>Germs Make Me Sick! (Berger) Book in Health Office</p> <p>Health &amp; Wellness Teachers Edition First Grade (MacMillan/McGraw-Hill)</p>	Classroom Teacher

		<ul style="list-style-type: none"> <li>■ Tell what asthma is.</li> <li>■ Tell what an allergy is.</li> </ul>		
<b>8</b> <b>Consumer &amp; Community Health</b>	2.2.2.B.2 2.2.2.B.3 2.2.2.E.1	Students will be able to: <ul style="list-style-type: none"> <li>■ Tell how to use a computer to find health facts.</li> <li>■ Tell what an ad is.</li> <li>■ Name healthful products.</li> <li>■ Tell what to ask before you buy.</li> <li>■ Tell what healthful entertainment is.</li> <li>■ Tell how to manage your time.</li> <li>■ Tell how health helpers help you.</li> <li>■ Give examples of health helpers.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 8  Totally Awesome Health (TAH) Lesson 24, 25, 26  Health & Wellness Teachers Edition First Grade (MacMillan/McGraw-Hill) Outside Speakers – health helpers	Classroom teacher
<b>9</b> <b>Environmental Health</b>	2.1.2.C.3 2.1.2.E.2 2.1.2.E.3 2.2.1.C.1  Cross over with science curriculum.	Students will be able to: <ul style="list-style-type: none"> <li>■ Tell how litter harms land and water.</li> <li>■ Tell how to keep the land clean.</li> <li>■ Tell how to save water.</li> <li>■ Tell how you can be friendly.</li> <li>■ Tell how you can be a good neighbor.</li> <li>■ Tell how you can keep noise down.</li> <li>■ Tell why you need quiet time.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 9 Totally Awesome Health (TAH) Lesson 27, 28, 29 Health & Wellness Teachers Edition First Grade (MacMillan/McGraw-Hill)	Classroom teacher

<p style="text-align: center;"><b>10</b> <b>Injury Prevention &amp; Safety</b></p>	<p>2.1.2.D.1 2.1.2.D.2 2.1.2.D.3 2.2.2.A.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell safety rules at school.</li> <li>■ Tell safety rules in case of fire at school and at home.</li> <li>■ Tell safety rules for when you bike.</li> <li>■ Tell safety rules for when you cross a street.</li> <li>■ Tell safety rules for when you swim.</li> <li>■ Tell safety rules for when you ride in a car or a bus.</li> <li>■ Tell safety rules for a thunderstorm.</li> <li>■ Tell how to stay safe from a stranger.</li> <li>■ Tell safety rules around guns.</li> <li>■ Tell what gangs do.</li> <li>■ Tell what to do if someone is hurt or sick.</li> <li>■ Tell first aid skills for some injuries.</li> <li>■ Tell safe behavior/touch.</li> <li>■ Tell what to do if you get an unsafe touch.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 10</p> <p>Totally Awesome Health (TAH) Lesson 30, 31, 32, 33, 34</p> <p>Health &amp; Wellness Teachers Edition First Grade (MacMillan/McGraw-Hill)</p> <p>The Right Touch (Keleven) Book in Health Office</p>	<p>Classroom Teacher</p> <p>Nurse Resource</p>
<p><b>Assessment:</b> Evaluation in Physical Education &amp; Health is a process of determining whether the goals of an individual, a group, or a program are being reached.</p> <ul style="list-style-type: none"> <li>● <b>Health Assessments-</b> Assessment will be used to evaluate progress, to improve thinking skills and knowledge, and to motivate students to live a healthy lifestyle.</li> <li>● <b>Physical Education Assessments-</b> Assessment will be used to evaluate progress, to improve skills and knowledge, and to motivate students to be physically active.</li> </ul>				
<p><b>Technology:</b></p>			<p><b>21st Century &amp; Career:</b></p>	

- Ipad
- Projector
- Music Cart
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.1.4.B.5 Identify ways to earn and save.

### **Cross Curricular Connections:**

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 1.OA.A Represent and solve problems involving addition and subtraction
- 1.OA.B Understand and apply properties of operations and the relationship between addition and subtraction.
- 1.OA.C. Add and subtract within 20.
- 1.NBT.A. Extend the counting sequence
- 1.MD.A. measure the lengths indirectly and by iterating length units

### **Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this grade level are: N/A**

# Second Grade

Objective	CPI	Expectation	Suggested Activities	Assessment
Affective Objectives:	2.1.2.D.1	<ul style="list-style-type: none"> <li>Engage in self-testing activities and determine their highest level of success.</li> <li>Use all equipment safely and appropriately.</li> <li>Accept responsibility for improving the range and variety of their movement by exerting a real effort to do their best work.</li> </ul>	<ul style="list-style-type: none"> <li>Movement experience activities</li> <li>Parachute activities</li> <li>Low organizational games</li> <li>Individual jump rope challenges</li> <li>Long rope challenges</li> <li>Relay Races</li> <li>Age appropriate tumbling and stunts</li> <li>Hula Hoop challenges, activities, and games</li> <li>Basketball skills and lead up games</li> <li>Soccer skills and lead up games</li> <li>Bean bag challenges, activities, and games</li> <li>Lummi stick challenges and activities</li> <li>Scooter activities and games</li> <li>Self-challenging activities</li> <li>Scarf challenges</li> <li>Ball skill challenges (using various size playground balls, yarn balls, and tennis balls) and games</li> <li>Throwing &amp; catching skills and lead up games</li> <li>Striking skills ( i.e. batting from a tee; lollipop paddle; volleyball skills...)</li> <li>Relay races</li> <li>Obstacle course</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review Quiz</p> <p><b>Formative Assessment:</b> Teacher Assessment: Students will demonstrate responsible personal and social behavior in physical activity settings by following all classroom rules, sharing space and equipment with each other, respects each other, and responds to teachers signals for attention at all times.</p>
	2.2.2.D.1	<ul style="list-style-type: none"> <li>Appreciate movement as a physical basis of one's activities and develop self-confidence through participation.</li> </ul>		
	2.5.2.A.1	<ul style="list-style-type: none"> <li>Demonstrate and appreciate respect and consideration in play, in relationship to self and others.</li> </ul>		
	2.5.2.C.1			
	2.5.2.C.2			

<p>Psychomotor Objectives</p>	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.5  2.5.2.B.3 2.5.2.B.4  2.6.2.A.1 2.6.2.A.2 2.6.2.A.3</p>	<ul style="list-style-type: none"> <li>● Participate actively in skills and activities contributing to physical fitness.</li> <li>● Show ability to perform basic body mechanics related to physical fitness.</li> <li>● Begin to identify fitness test items.</li> <li>● Continue to develop an appreciation of the value of personal physical fitness.</li> <li>● Continue a desire to learn about fitness now and in the future.</li> <li>● Continue to establish a positive attitude concerning the role of physical fitness in one's environment.</li> <li>● Demonstrate proficiency in locomotor skills, non-locomotor skills, and manipulative skills, through individual activities and movement challenges.</li> <li>● Move appropriately to own and imposed rhythms.</li> <li>● Use fundamental motor skills appropriately in movement activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement experience activities</li> <li>● Parachute activities</li> <li>● Low organizational games</li> <li>● Individual jump rope challenges</li> <li>● Long rope challenges</li> <li>● Relay Races</li> <li>● Age appropriate tumbling and stunts</li> <li>● Hula Hoop challenges, activities, and games</li> <li>● Basketball skills and lead up games</li> <li>● Soccer skills and lead up games</li> <li>● Bean bag challenges, activities, and games</li> <li>● Lummi stick challenges and activities</li> <li>● Scooter activities and games</li> <li>● Self-challenging activities</li> <li>● Scarf challenges</li> <li>● Ball skill challenges (using various size playground balls, yarn balls, and tennis balls) and games</li> <li>● Throwing &amp; catching skills and lead up games</li> <li>● Striking skills ( i.e. batting from a tee; lollipop paddle; volleyball skills...)</li> <li>● Relay races</li> <li>● Obstacle course</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review.</p> <p><b>Formative Assessment</b> Teacher assessment. Students will demonstrate appropriate steps to accomplish each specific skill per activity.</p>
<p>Cognitive Objectives:</p>	<p>2.5.2.A.1 2.5.2.A.2 2.5.2.A.3 2.5.2.A.4 2.5.2.B.1</p>	<ul style="list-style-type: none"> <li>● Participate in activities which involve problem solving and discovering facts, limits, and relationships.</li> <li>● Participate in activities which involve variation in movement.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement experience activities</li> <li>● Parachute activities</li> <li>● Low organizational games</li> <li>● Individual jump rope challenges</li> <li>● Long rope challenges</li> <li>● Relay Races</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b></p>

	<p>2.5.2.B.2 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1 2.5.2.C.2</p>	<ul style="list-style-type: none"> <li>• Demonstrate a knowledge of body awareness (body parts, the relationship of body parts and potential body movements); space awareness (self and general, direction, pathway levels); and qualities of movement (force, balance, time and flow.)</li> <li>• Use movement vocabulary appropriately.</li> <li>• Apply movement concepts to fundamental motor skills and simple motor activities (individual and small group).</li> <li>• Creatively define movement challenges.</li> <li>• Identify potential safety hazards in the play environment.</li> <li>• Explain the difference between offense and defense.</li> <li>• Use offensive and defensive strategies in various games or activities to</li> <li>• achieve goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Age appropriate tumbling and stunts</li> <li>• Hula Hoop challenges, activities, and games</li> <li>• Basketball skills and lead up games</li> <li>• Soccer skills and lead up games</li> <li>• Bean bag challenges, activities, and games</li> <li>• Lummi stick challenges and activities</li> <li>• Scooter activities and games</li> <li>• Self-challenging activities</li> <li>• Scarf challenges</li> <li>• Ball skill challenges (using various size playground balls, yarn balls, and tennis balls) and games</li> <li>• Throwing &amp; catching skills and lead up games</li> <li>• Striking skills ( i.e. batting from a tee; lollipop paddle; volleyball skills...)</li> <li>• Relay races</li> <li>• Obstacle course</li> </ul>	<p>Students will demonstrate an understanding and knowledge of skills, rules, strategies and game concepts, to help them achieve.</p>
<p>Social Objectives:</p>	<p>2.1.2.C.3 2.2.2.A.1 2.5.2.B.3 2.5.2.B.4 2.5.2.C.1</p>	<ul style="list-style-type: none"> <li>• Show cooperation with others by: sharing equipment, taking turns, and sharing ideas with a partner.</li> <li>• Practice on-task behavior in small groups without direct teacher supervision.</li> <li>• Perform the following communication skills: make eye</li> </ul>	<ul style="list-style-type: none"> <li>• Movement experience activities</li> <li>• Parachute activities</li> <li>• Low organizational games</li> <li>• Individual jump rope challenges</li> <li>• Long rope challenges</li> <li>• Relay Races</li> <li>• Age appropriate tumbling and stunts</li> <li>• Hula Hoop challenges, activities, and games</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b> Students will display a positive attitude and willingness to work with</p>



	2.5.2.C.2	<p>contact when talking to another person and listen quietly without interruption when peers or teachers are talking.</p> <ul style="list-style-type: none"> <li>• Demonstrate support and encouragement of others of different abilities/skill level.</li> <li>• Be a contributing member of a group.</li> <li>• Practice making rules and assuming responsibility for following them.</li> <li>• Share ideas in a performance environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball skills and lead up games</li> <li>• Soccer skills and lead up games</li> <li>• Bean bag challenges, activities, and games</li> <li>• Lummi stick challenges and activities</li> <li>• Scooter activities and games</li> <li>• Self-challenging activities</li> <li>• Scarf challenges</li> <li>• Ball skill challenges (using various size playground balls, yarn balls, and tennis balls) and games</li> <li>• Throwing &amp; catching skills and lead up games</li> <li>• Striking skills ( i.e. batting from a tee; lollipop paddle; volleyball skills...)</li> <li>• Relay races</li> <li>• Obstacle course</li> </ul>	<p>their peers to accomplish a common goal.</p>
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**Health**

Unit	CPI	Expectation	Suggested Materials	Person Responsible
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<p style="text-align: center;"><b>1</b> <b>Mental &amp; Emotional Health</b></p>	<p>2.1.2.A.1 2.1.2.A.2 2.1.2.C.3 2.1.2.E.1 2.1.2.E.3 2.2.2.A.1 2.2.2.B.1 2.2.2.B.2 2.2.2.B.4 2.2.2.C.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell reasons you need good health.</li> <li>■ Tell ways to have a healthy mind.</li> <li>■ Tell reasons to practice life skills.</li> <li>■ Tell steps to make a health goal.</li> <li>■ Tell how to be a winner.</li> <li>■ Tell 6 questions to ask before you make a decision.</li> <li>■ Show ways to say “NO” to wrong decisions.</li> <li>■ Give examples of actions that show good character.</li> <li>■ Explain what you should do if you make a mistake.</li> <li>■ Tell ways to share feelings.</li> <li>■ Explain what to do if you are angry or afraid.</li> <li>■ Explain how to have a good self-concept.</li> <li>■ Tell what stress can do to your body.</li> <li>■ Make a health goal to show ways you can manage stress.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 1</p> <p>Totally Awesome Health (TAH) Lessons 1, 2, 3, 4, 5</p> <p>Health and Wellness Teacher’s Edition – Second Grade (McMillan/McGraw-Hill)</p>	<p>Classroom Teacher</p> <p>Selected monthly topics for Character Education Program JHES.</p> <p>(Classroom teacher to be advised of topic covered in Character Education)</p>
<p style="text-align: center;"><b>2</b> <b>Family &amp; Social Health</b></p>	<p>2.1.2.E.1 2.1.2.E.2 2.2.2.B.2 2.2.2.B.3 2.2.2.B.4 2.2.2.C.1 2.4.2.A.1 2.4.2.A.3</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell ways to show respect for others.</li> <li>■ Explain what to do if you have a conflict.</li> <li>■ Tell ways to keep from fighting.</li> <li>■ Tell how to be a true friend.</li> <li>■ Tell ways to choose friends.</li> <li>■ Tell six questions to ask when you make decisions with friends.</li> <li>■ Tell ways to get along with your family.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 2</p> <p>Totally Awesome Health (TAH) Lessons 6, 7, 8, 9</p> <p>All Families Are Different (Gordon) Book in Health Office</p> <p>I’m a Big Brother Book in Health Office</p>	<p>Classroom Teacher</p> <p>Selected monthly topics for Character Education Program JHES.</p> <p>(Classroom teacher to be advised of topic)</p>

		<ul style="list-style-type: none"> <li>■ Make a health goal to help with family chores.</li> <li>■ Tell ways to be responsible for a family pet.</li> <li>■ Tell things to talk about if you have family changes.</li> <li>■ Tell ways to help with a newborn baby.</li> </ul>	Health and Wellness Teacher’s Edition – Second Grade (McMillan/McGraw – Hill)	covered in Character Education)
<b>3 Growth and Development</b>	<p>2.1.2.A.1 2.1.2.A.2 2.2.2.C.1 2.2.2.C.2 2.4.2.B.1 2.4.2.C.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Name body parts learned in kindergarten and first grade and in addition: brain, spine, stomach, intestines, heart, blood vessels, lungs, muscles, penis, scrotum, testicles, vagina and buttocks.</li> <li>■ Name the body parts that are the same and different in boys and girls.</li> <li>■ Tell that a baby develops inside its birth mother.</li> <li>■ Tell ways to help have a healthy baby.</li> <li>■ Tell about the care that a newborn baby needs to survive.</li> <li>■ Tell ways to take care of your body parts.</li> <li>■ Tell ways to help your bones grow and become strong.</li> <li>■ Tell ways to help your muscles grow and become strong.</li> <li>■ Tell some special needs/disabilities of people.</li> <li>■ Tell ways you can help people who have special needs/disabilities.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 3</p> <p>Totally Awesome Health (TAH) Lessons 10, 11, 12, 13</p> <p>Health and Wellness Teacher’s Edition – Second Grade (McMillan/McGraw – Hill)</p> <p>Amazing You! (Saltz) Book in Health Office</p> <p>It’s Not the Stork! (Harris) Book in Health Office</p> <p>I’m a Big Brother Book in Health Office</p>	<p>Nurse Resource Written and timely parental notification is required before presenting concepts related to “private body parts” and babies developing inside the birth mother.</p> <p>Classroom Teacher</p>

		<ul style="list-style-type: none"> <li>■ Tell ways you can use your left brain and your right brain.</li> <li>■ Tell ways to build the left brain and right brain.</li> <li>■ Tell ways to help learning.</li> </ul>		
<b>4 Nutrition</b>	<p>2.1.2.A.1 2.1.2.B.1 2.1.2.B.2 2.1.2.B.3 2.1.2.C.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ List the food groups in the Food Pyramid.</li> <li>■ Tell why some foods are healthier than others.</li> <li>■ Tell why you should follow each of the Dietary Guidelines.</li> <li>■ Tell how to choose healthful snacks.</li> <li>■ Tell how to choose healthful fast foods.</li> <li>■ Tell ways to keep from being overweight.</li> <li>■ Tell how to read a food label.</li> <li>■ Tell ways to keep germs out of food.</li> <li>■ Tell reasons to use good table manners.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 4</p> <p>Totally Awesome Health (TAH) Lessons 14, 15, 16, 17</p> <p>Health and Wellness Teacher’s Edition – Second Grade (McMillan/McGraw-Hill)</p>	Classroom teacher
<b>5 Personal Health &amp; Physical Activity</b>	<p>2.1.2.A.1 2.1.2.A.2 2.2.2.B.4 2.2.2.C.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell what happens during and eye checkup.</li> <li>■ Tell ways to protect your vision.</li> <li>■ Tell what happens during an ear checkup.</li> <li>■ Tell ways to protect hearing.</li> <li>■ Tell what to write in your health record.</li> <li>■ Tell ways to take care of your teeth.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 5</p> <p>Totally Awesome Health (TAH) Lesson 18, 19, 20, 21, 22</p> <p>Resource outside speakers (i.e. dentist)</p> <p>“Staying Clean and Fit” (McMillan/McGraw-Hill)</p>	Classroom teacher

		<ul style="list-style-type: none"> <li>■ Make a health goal to floss each day.</li> <li>■ Tell reasons you need sleep and rest.</li> <li>■ Tell ways to help you sleep.</li> <li>■ Explain why you need to get plenty of exercise.</li> <li>■ Show how to stretch muscles the correct way.</li> <li>■ Tell exercises that make muscles strong.</li> <li>■ Tell the correct way to build heart fitness.</li> <li>■ Tell safe ways to exercise.</li> <li>■ Tell how to be a good sport.</li> </ul>	<p>Pamphlet in Health Office</p> <p>Health and Wellness Teacher’s Edition – Second Grade (McMillan/McGraw-Hill)</p> <p>American Heart Association – “Jump Rope for Heart Materials”</p>	Physical Education Teacher
<p><b>6</b></p> <p><b>Alcohol, Tobacco, and Other Drugs</b></p>	<p>2.1.2.A.2</p> <p>2.2.2.A.1</p> <p>2.3.2.A.1</p> <p>2.3.2.A.2</p> <p>2.3.2.B.1</p> <p>2.3.2.B.2</p> <p>2.3.2.B.3</p> <p>2.3.2.B.4</p> <p>2.3.2.B.5</p> <p>2.3.2.C.1</p> <p>2.3.2.C.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell times when you need medicine.</li> <li>■ List rules for using medicine in safe ways.</li> <li>■ Tell ways alcohol harms your health.</li> <li>■ Tell people to talk to if someone you know is a problem drinker.</li> <li>■ Tell ways tobacco harms our health.</li> <li>■ Tell how you can stay away from secondhand smoke.</li> <li>■ Tell things that should not be inhaled.</li> <li>■ Explain reasons you should be drug – free.</li> <li>■ Tell ways you can say “NO” to drugs.</li> <li>■ List drugs that are against the law.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 6</p> <p>Totally Awesome Health (TAH) Lesson 23, 24, 25, 26</p> <p>Health and Wellness Teacher’s Edition – Second Grade (McMillan/McGraw-Hill)</p>	Classroom teacher

<p style="text-align: center;"><b>7</b> <b>Communicable and Chronic Health</b></p>	<p>2.1.2.A.1 2.1.2.A.2 2.1.2.C.1 2.1.2.C.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell how to protect yourself and others from germs.</li> <li>■ Tell ways to get well if you have a disease caused by germs.</li> <li>■ Explain how you can prevent heart disease.</li> <li>■ Explain how you can prevent cancer.</li> <li>■ List things that can make asthma and allergies worse.</li> <li>■ Tell ways you can care for asthma and allergies.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 7</p> <p>Totally Awesome Health (TAH) Lesson 27, 28, 29 Health and Wellness Teacher’s Edition – Second Grade (McMillan/McGraw-Hill)</p> <p>Germs Make Me Sick (Berger) All About Asthma (Ostrow) Book in Health Office</p>	<p>Classroom Teacher</p>
<p style="text-align: center;"><b>8</b> <b>Consumer &amp; Community Health</b></p>	<p>2.2.2.B.2 2.2.2.B.3 2.2.2.B.4 2.2.2.D.1 2.2.2.E.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell places you can get health facts.</li> <li>■ List questions to ask when you check out an ad.</li> <li>■ Choose safe and healthful products.</li> <li>■ List guidelines for choosing computer games.</li> <li>■ Make a health goal to choose TV shows that follow guidelines for healthful entertainment.</li> <li>■ Tell what health helpers do.</li> <li>■ Tell steps to become a health helper.</li> <li>■ Tell what a volunteer does.</li> <li>■ Tell ways to participate in school activities that benefit other people and yourself.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 8</p> <p>Totally Awesome Health (TAH) Lesson 30, 31, 32</p> <p>Health and Wellness Teacher’s Edition – Second Grade (McMillan/McGraw-Hill)</p> <p>Holiday Toy Drive, “Jump Rope for Heart”, “Go Red for Women” Day, Food collection drives</p>	<p>Classroom teacher</p> <p>Home and School Assoc. activities; Social Service activities through principal, nurse, teacher</p>

<p style="text-align: center;"><b>9</b> <b>Environmental Health</b></p>	<p>2.1.2.A.1 2.2.2.B.2 2.2.2.B.4</p> <p>Cross over with science curriculum .</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Explain how to protect your environment.</li> <li>■ Explain how to keep our environment friendly.</li> <li>■ Tell ways to stop pollution.</li> <li>■ Tell ways to save energy and resources.</li> <li>■ Discuss reasons you need to keep noise down.</li> <li>■ Make a health goal to keep noise down.</li> <li>■ Tell when you need to wear ear protectors.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 9</p> <p>Totally Awesome Health (TAH) Lesson 33, 34, 35</p> <p>Health and Wellness Teacher’s Edition – Second Grade (McMillan/McGraw-Hill)</p>	<p>Classroom teacher</p>
<p style="text-align: center;"><b>10</b> <b>Injury Prevention &amp; Safety</b></p>	<p>2.1.2.A.1 2.1.2.D.1 2.1.2.D.2 2.2.2.A.1 2.2.2.B.4</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell safety rules to protect you.</li> <li>■ Tell ways you can stay safe from a bully.</li> <li>■ Tell ways you can stay safe from strangers.</li> <li>■ Explain rules to stay safe if you find a gun.</li> <li>■ Explain rules to stay away from gangs.</li> <li>■ Make a health goal to call for help if someone gets hurt or sick.</li> <li>■ Tell what to do for a cut, nosebleed, animal bite, and bee sting.</li> <li>■ Tell what to do if you get an unsafe touch.</li> <li>■ Tell acquaintances from trusted adults.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 10</p> <p>Totally Awesome Health (TAH) Lesson 36, 37, 38, 39</p> <p>Health and Wellness Teacher’s Edition – Second Grade (McMillan/McGraw-Hill)</p> <p>No More Secrets for Me (Wachter) Book in Health Office</p>	<p>Classroom Teacher</p> <p>Selected monthly topics for Character Education Program JHES.</p> <p>(Classroom teacher to be advised of topic covered in Character Education)</p> <p>Nurse Resource</p>

**Assessment:** Evaluation in Physical Education & Health is a process of determining whether the goals of an individual, a group, or a program are being reached.

- **Health Assessments**- Assessment will be used to evaluate progress, to improve thinking skills and knowledge, and to motivate students to live a healthy lifestyle.
- **Physical Education Assessments**- Assessment will be used to evaluate progress, to improve skills and knowledge, and to motivate students to be physically active.

**Technology:**

- iPad
- Projector
- Music Cart
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

**21st Century & Career:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.

**Cross Curricular Connections:**

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 2.OA.B. Add and subtract within 20
- 2.OA.C. work with equal groups of objects to gain foundation for multiplication
- 2.MD.A measure and estimate lengths in standard units
- 2.MD.B Relate addition and subtraction to length

**Accommodations & Modifications**



**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this grade level are:** N/A

## Third Grade

Objective	CPI	Expectation	Suggested Activities	Assessment
Affective Objectives:	2.5.4.A.4 2.5.4.C.2	<ul style="list-style-type: none"> <li>Identify personal strengths and weaknesses.</li> <li>Demonstrate self-confidence when attempting new activities.</li> <li>Engage in activities which promote individual successes.</li> <li>Demonstrate enjoyment of physical activity by participating in activities outside of class.</li> <li>Practice an attitude of safe behavior toward self and others.</li> </ul>	<ul style="list-style-type: none"> <li>Movement experiences</li> <li>Parachute activities and games</li> <li>Low organizational games</li> <li>Individual jump rope skills</li> <li>Long jump rope skills</li> <li>Soccer skills and small sided games</li> <li>Football skills and lead up games</li> <li>Basketball skills and lead up games</li> <li>Badminton skills and lead up games</li> <li>Volleyball skills and lead up games</li> <li>Catching and throwing skills using various kinds of balls</li> <li>Age appropriate tumbling and stunts</li> <li>Rhythmic activities and dance</li> <li>Hoop activities and games</li> <li>Manipulative skill challenges (scarves; bean bags; yarn balls...)</li> <li>Scooter activities and games</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review Quiz</p> <p><b>Formative Assessment:</b> Teacher Assessment: Students will demonstrate responsible personal and social behavior in physical activity settings by following all classroom rules, sharing space and equipment with each other, respects each other, and responds to teachers signals for attention at all times.</p>

			<ul style="list-style-type: none"> <li>● Baseball/Softball lead up games (kickball &amp; wiffleball variations)</li> <li>● Floor hockey skills and lead-up games</li> <li>● Physical fitness test</li> <li>● Relay races</li> <li>● Obstacle course</li> <li>● Team building and cooperative activities</li> <li>● Pickleball skills and lead up games</li> <li>● Lacrosse skills and lead up games</li> </ul>	
Psychomotor Objectives	<p>2.5.4.A.1</p> <p>2.5.4.A.2</p> <p>2.5.4.A.3</p> <p>2.5.4.A.4</p> <p>2.5.4.B.1</p> <p>2.6.4.A.2</p> <p>2.6.4.A.3</p>	<ul style="list-style-type: none"> <li>● Perform skills and activities that effectively maintain physical fitness.</li> <li>● Demonstrate ability to perform basic body mechanics related to physical fitness.</li> <li>● Demonstrate ability to perform the fitness task correctly and safely on any physical fitness test item.</li> <li>● Demonstrate a competency of sport and rhythmic related basic skills.</li> <li>● Utilize appropriate motor skills in sports and games.</li> <li>● Demonstrate proper mechanics for turning, pushing, and pulling.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement experiences</li> <li>● Parachute activities and games</li> <li>● Low organizational games</li> <li>● Individual jump rope skills</li> <li>● Long jump rope skills</li> <li>● Soccer skills and small sided games</li> <li>● Football skills and lead up games</li> <li>● Basketball skills and lead up games</li> <li>● Badminton skills and lead up games</li> <li>● Volleyball skills and lead up games</li> <li>● Catching and throwing skills using various kinds of balls</li> <li>● Age appropriate tumbling and stunts</li> <li>● Rhythmic activities and dance</li> <li>● Hoop activities and games</li> <li>● Manipulative skill challenges (scarves; bean bags; yarn balls...)</li> <li>● Scooter activities and games</li> <li>● Baseball/Softball lead up games (kickball &amp; wiffleball variations)</li> <li>● Floor hockey skills and lead-up games</li> <li>● Physical fitness test</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review.</p> <p><b>Formative Assessment</b> Teacher assessment. Students will demonstrate appropriate steps to accomplish each specific skill per activity.</p>

			<ul style="list-style-type: none"> <li>● Relay races</li> <li>● Obstacle course</li> <li>● Team building and cooperative activities</li> <li>● Pickleball skills and lead up games</li> <li>● Lacrosse skills and lead up games</li> </ul>	
Cognitive Objectives:	<p>2.5.4.A.2</p> <p>2.5.4.B.1</p> <p>2.5.4.B.2</p> <p>2.5.4.C.1</p> <p>2.5.4.C.2</p> <p>2.6.4.A.1</p>	<ul style="list-style-type: none"> <li>● Apply body awareness and space concepts to sports and rhythmic related skills and activities.</li> <li>● Demonstrate efficiency of movement through application of movement concepts to sports skills and rhythmic activities.</li> <li>● Identify rules and basic individual and team strategies when appropriate.</li> <li>● Identify potential safety hazards in the play environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement experiences</li> <li>● Parachute activities and games</li> <li>● Low organizational games</li> <li>● Individual jump rope skills</li> <li>● Long jump rope skills</li> <li>● Soccer skills and small sided games</li> <li>● Football skills and lead up games</li> <li>● Basketball skills and lead up games</li> <li>● Badminton skills and lead up games</li> <li>● Volleyball skills and lead up games</li> <li>● Catching and throwing skills using various kinds of balls</li> <li>● Age appropriate tumbling and stunts</li> <li>● Rhythmic activities and dance</li> <li>● Hoop activities and games</li> <li>● Manipulative skill challenges (scarves; bean bags; yarn balls...)</li> <li>● Scooter activities and games</li> <li>● Baseball/Softball lead up games (kickball &amp; wiffleball variations)</li> <li>● Floor hockey skills and lead-up games</li> <li>● Physical fitness test</li> <li>● Relay races</li> <li>● Obstacle course</li> <li>● Team building and cooperative activities</li> <li>● Pickleball skills and lead up games</li> <li>● Lacrosse skills and lead up games</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b> Students will demonstrate an understanding and knowledge of skills, rules, strategies and game concepts, to help them achieve.</p>

<p style="text-align: center;">Social Objectives:</p>	<p>2.5.4.A.4</p> <p>2.5.4.B.2</p> <p>2.5.4.C.1</p> <p>2.6.4.A.4</p>	<ul style="list-style-type: none"> <li>● Show cooperation by supporting and encouraging others of different abilities/skill levels; share in decision making with partners or team members; show support for teammates and opponents.</li> <li>● Demonstrate an ability to work independently, and assume responsibility for actions.</li> <li>● Assume leader / follower roles when appropriate.</li> <li>● Play by the rules without taking advantage of others.</li> <li>● Identify examples of fair and unfair play, and good and poor sportsmanship.</li> <li>● Evaluate competition by the quality of play rather than the outcome.</li> <li>● Listen to others without interrupting.</li> <li>● Accept teacher's decisions without arguing.</li> <li>● Recognize and appreciate individual differences in strength, performance, and flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>● Movement experiences</li> <li>● Parachute activities and games</li> <li>● Low organizational games</li> <li>● Individual jump rope skills</li> <li>● Long jump rope skills</li> <li>● Soccer skills and small sided games</li> <li>● Football skills and lead up games</li> <li>● Basketball skills and lead up games</li> <li>● Badminton skills and lead up games</li> <li>● Volleyball skills and lead up games</li> <li>● Catching and throwing skills using various kinds of balls</li> <li>● Age appropriate tumbling and stunts</li> <li>● Rhythmic activities and dance</li> <li>● Hoop activities and games</li> <li>● Manipulative skill challenges (scarves; bean bags; yarn balls...)</li> <li>● Scooter activities and games</li> <li>● Baseball/Softball lead up games (kickball &amp; wiffleball variations)</li> <li>● Floor hockey skills and lead-up games</li> <li>● Physical fitness test</li> <li>● Relay races</li> <li>● Obstacle course</li> <li>● Team building and cooperative activities</li> <li>● Pickleball skills and lead up games</li> <li>● Lacrosse skills and lead up games</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b> Students will display a positive attitude and willingness to work with their peers to accomplish a common goal.</p>
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# Health

Unit	CPI	Expectation	Suggested Materials	Person Responsible
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<p style="text-align: center;"><b>1</b> <b>Mental and Emotional Health</b></p>	<p>2.1.4.A.1 2.1.4.C.3 2.1.4.E.4 2.2.4.A.1 2.2.4.A.2 2.2.4.B.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell reasons to say YES to good health.</li> <li>■ Demonstrate how to use resistance skills.</li> <li>■ Explain what to do if a friend plans to do something wrong.</li> <li>■ Tell different ways to communicate.</li> <li>■ Write an I-message to say angry feelings.</li> <li>■ Explain healthful stress and harmful stress.</li> <li>■ Name people who will help you during hard times.</li> <li>■ Discuss ways to control stress.</li> <li>■ Discuss myths and facts about mental illness.</li> <li>■ Demonstrate effective interpersonal communication in health safety related situations.</li> <li>■ Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</li> <li>■ Explain how mental health impacts one's wellness.</li> <li>■ Explain how the dimensions of personal wellness interact (physical, social, emotional &amp; mental) with each other.</li> <li>■ Discuss what it feels like to be rejected, to lose someone you care about and to be separated from people you care about.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 1</p> <p>Totally Awesome Health (TAH) Lessons 1-5</p> <p>Health and Wellness Teacher's Edition Grade 3 (MacMillan/McGraw-Hill)</p>	<p>Classroom teacher</p>
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<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>Family and Social Health</b></p>	<p>2.1.4.E.1 2.1.4.E.2 2.2.4.A.1 2.2.4.A.2 2.2.4.B.3 2.4.4.A.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell how to show respect for others and yourself.</li> <li>■ Tell why you need true friends and how to make true friends.</li> <li>■ Explain how friends can make and help you make responsible decisions.</li> <li>■ Tell why it is wrong to gossip and what to do if someone gossips about you.</li> <li>■ Tell what to do about a bully and what to do if someone wants you to fight.</li> <li>■ Tell the special names for each person who belongs to a family.</li> <li>■ Discuss ways families are alike.</li> <li>■ Explain how to be a loving family member.</li> <li>■ Explain how a family changes when there is a new baby, divorce, or remarriage.</li> <li>■ Explain how stereotypes influence personal growth and behavior.</li> <li>■ Describe the effective use of communication skills, including refusal, negotiation and assertiveness, in disagreements and conflicts as well as positive interactions.</li> <li>■ Identify and employ ways to improve listening skills.</li> <li>■ Discuss and define: bullying, violence and discrimination.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 2</p> <p>Totally Awesome Health (TAH) Lessons 6-9</p> <p>Health and Wellness Teacher's Edition Grade 3 (MacMillan/McGraw-Hill)</p>	<p>Classroom teacher</p>
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		<ul style="list-style-type: none"> <li>■ Discuss different types of disabilities some people have and how it would feel to have one.</li> <li>■ Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</li> </ul>		
<b>3 Growth and Development</b>	<p>2.1.4.A.1 2.1.4.A.2 2.1.4.B.1 2.1.4.E.4</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell what the parts of the <ul style="list-style-type: none"> <li>-skeletal system do</li> <li>-muscular system do</li> <li>-nervous system do</li> <li>-digestive system</li> <li>-circulatory system do</li> <li>-respiratory system do</li> </ul> </li> <li>■ List signs you are growing and explain how older adults change.</li> <li>■ List stages of the life cycles.</li> <li>■ Explain what makes you special.</li> <li>■ Explain how you have good study habits and what you can do if you get stressed out before a test.</li> <li>■ List special needs people might have.</li> <li>■ Talk about health wellness: physical, emotional, social and mental.</li> <li>■ Discuss three practices that promote wellness and three practices that may hinder wellness.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 3</p> <p>Totally Awesome Health (TAH) Lessons 10-12</p> <p>Health and Wellness Teacher's Edition Grade 3 (MacMillan/McGraw-Hill)</p>	Classroom teacher
<b>4 Nutrition</b>	<p>2.1.4.B.1 2.1.4.B.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Explain how your body uses nutrients</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 4	Classroom teacher

	<p>2.1.4.B.3 2.1.4.B.4</p>	<ul style="list-style-type: none"> <li>■ Discuss how you can get all the nutrients you need.</li> <li>■ Explain what food companies do to get you to buy a food.</li> <li>■ List tips for grocery shopping with you parents or guardian.</li> <li>■ List tips for ordering foods at fast food restaurants.</li> <li>■ Explain how you can use the Dietary Guidelines to choose healthful snacks and differentiate between healthy and unhealthy eating practices.</li> <li>■ Explain how you can keep your food safe.</li> <li>■ Discuss the manners you need to follow.</li> <li>■ Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>■ Create a healthy meal based on nutritional content, calories, and cost.</li> <li>■ Interpret food product labels based on nutritional content.</li> </ul>	<p>Totally Awesome Health (TAH) Lessons 13-16</p> <p>Health and Wellness Teacher’s Edition Grade 3 (MacMillan/McGraw-Hill)</p>	
<p style="text-align: center;"><b>5</b> <b>Personal Health</b> <b>&amp; Physical</b> <b>Activity</b></p>	<p>2.1.4.A.1 2.1.4.A.2 2.1.4.D.1 2.2.4.E.2 2.5.4.C.1 2.6.4.A.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell why you need medical checkups.</li> <li>■ Tell reasons to take care of your teeth and ways to remove plaque from your teeth.</li> <li>■ Tell foods and drinks to keep your teeth and gums healthy.</li> <li>■ Make a dental health plan.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 5</p> <p>Totally Awesome Health (TAH) Lessons 17-20</p> <p>Health and Wellness Teacher’s Edition Grade 3 (MacMillan/McGraw-Hill)</p>	<p>Classroom teacher</p>



		<ul style="list-style-type: none"><li>■ Discuss rules for the safe use of grooming products.</li><li>■ Discuss ways to take care of clothes.</li><li>■ Discuss ways to groom your skin and nails.</li><li>■ Tell grooming products that are used for hair.</li><li>■ Explain why you need to be physically fit.</li><li>■ List steps to a physical fitness plan.</li><li>■ Explain how you can work on physical fitness/ fitness skills.</li><li>■ Tell how to get ready to take a physical fitness test.</li><li>■ Tell safety equipment you need for different sports.</li><li>■ Tell how you can use good manners when you play sports and games.</li><li>■ Tell ways to keep from getting hurt when you enjoy physical activity.</li><li>■ Tell ways to get enough rest and sleep.</li><li>■ Explain how most diseases and health conditions are preventable.</li><li>■ Explain when and how to seek help when experiencing a health problem.</li><li>■ Discuss the role of the school nurse and how and when to utilize her services.</li></ul>		Physical Education Teacher
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<p style="text-align: center;"><b>6</b> <b>Alcohol, Tobacco, and Other Drugs</b></p>	<p>2.3.4.B.2 2.3.4.B.3 2.3.4.B.5 2.3.4.C.1 2.3.4.C.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell how medicines help people.</li> <li>■ Name different kinds of medicines.</li> <li>■ Tell safety rules for using medicines.</li> <li>■ Tell wrong ways to use medicines.</li> <li>■ Tell ways you can stop drug abuse.</li> <li>■ Tell ways to say NO to abusing drugs.</li> <li>■ Explain how drinking alcohol harms the mind.</li> <li>■ Describe how drinking alcohol harms the body.</li> <li>■ Explain how drinking alcohol harms the community.</li> <li>■ Tell ways to say NO to drinking alcohol.</li> <li>■ Tell how smoking harms health; short and long term effects.</li> <li>■ Tell how smokeless tobacco harms health.</li> <li>■ Tell how tobacco use can change the way a person looks.</li> <li>■ Tell ways to say NO to using tobacco.</li> <li>■ Tell how secondhand smoke harms the health of non-smokers.</li> <li>■ Tell ways inhalants harm health; both short and long term.</li> <li>■ Tell ways marijuana harms health.</li> <li>■ Tell ways stimulants and depressants harm health.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 6</p> <p>Totally Awesome Health (TAH) Lessons 21-24</p> <p>Health and Wellness Teacher’s Edition Grade 3 (MacMillan/McGraw-Hill)</p>	<p>Classroom teacher</p>
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		<ul style="list-style-type: none"> <li>☒ Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>☒ Differentiate between drug use, abuse and misuse.</li> </ul>		
<p style="text-align: center;"><b>7</b></p> <p><b>Communicable and Chronic Health</b></p>	<p>2.1.4.A.2</p> <p>2.1.4.C.1</p> <p>2.1.4.C.2</p> <p>2.4.6.B.3</p> <p>2.6.4.A.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>☒ Tell how germs cause disease.</li> <li>☒ Name ways germs are spread.</li> <li>☒ Tell ways to keep germs from entering the body.</li> <li>☒ Tell ways to keep from spreading germs.</li> <li>☒ Explain what body defenses do.</li> <li>☒ Discuss what to do if you have a cold or flu.</li> <li>☒ Discuss what to do if you have a sore throat.</li> <li>☒ Discuss how head lice are spread and treated.</li> <li>☒ Discuss how scabies are spread and treated.</li> <li>☒ Discuss how to keep from getting Lyme disease.</li> <li>☒ Name ways to keep from getting heart disease and cancer.</li> <li>☒ Name things to which you can be allergic and ways you can lessen allergens from you pet.</li> <li>☒ Name things that cause asthma attacks.</li> <li>☒ Name ways to keep from getting heart disease and cancer.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 7</p> <p>Totally Awesome Health (TAH) Lessons 25-28</p> <p>Health and Wellness Teacher's Edition Grade 3 (MacMillan/McGraw-Hill)</p>	Classroom teacher

		<ul style="list-style-type: none"> <li>■ Explain what HIV does to helper T cells.</li> <li>■ Tell when a person has AIDS.</li> <li>■ Tell ways HIV is spread.</li> <li>■ Tell ways HIV is not spread.</li> <li>■ Tell ways to keep from getting HIV.</li> <li>■ Explain how the use of universal precautions, sanitation waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</li> <li>■ Determine the relationship of personal health practices and behaviors on an individual's body systems.</li> </ul>		
<b>8</b> <b>Consumer &amp; Community Health</b>	2.1.4.A.1 2.1.4.A.2 2.3.4.C.3	Students will be able to: <ul style="list-style-type: none"> <li>■ Explain when you are a consumer.</li> <li>■ Describe ways you can get health information.</li> <li>■ Tell how you can check out commercials for health products.</li> <li>■ Explain how you can stay organized.</li> <li>■ Discuss kinds of healthful entertainment.</li> <li>■ List questions to answer to check out TV shows.</li> <li>■ Tell what health helpers in your school do.</li> <li>■ Tell what health helpers at the doctor's office and hospitals do.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 8  Totally Awesome Health (TAH) Lessons 29-31  Health and Wellness Teacher's Edition Grade 3 (MacMillan/McGraw-Hill)	Classroom teacher

		<ul style="list-style-type: none"> <li>☒ Tell what health helpers in you community do.</li> </ul>		
<b>9 Environmental Health</b>	2.1.4.C.1 2.1.4.C.2	Students will be able to: <ul style="list-style-type: none"> <li>☒ Discuss ways your community is kept clean.</li> <li>☒ Discuss kinds of pollution.</li> <li>☒ Tell ways to keep your community clean.</li> <li>☒ Explain ways noise harms health.</li> <li>☒ Explain how noise makes it hard to study.</li> <li>☒ Explain how noise can result in accidents.</li> <li>☒ Tell ways to protect your hearing.</li> <li>☒ Explain how you can make less trash.</li> <li>☒ Discuss how you save gas and electricity.</li> <li>☒ Explain how you can keep you neighborhood looking nice.</li> <li>☒ Discuss ways you can enjoy the environment with others.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 9  Totally Awesome Health (TAH) Lessons 32-35  Health and Wellness Teacher's Edition Grade 3 (MacMillan/McGraw-Hill)	Classroom teacher
<b>10 Injury Prevention &amp; Safety</b>	2.1.4.D.1 2.1.4.D.2 2.1.4.D.3	Students will be able to: <ul style="list-style-type: none"> <li>☒ Tell safety rules when you are at home.</li> <li>☒ Tell safety rules when you are at school.</li> <li>☒ Tell fire safety rules.</li> <li>☒ Tell safety rules when you are outdoors.</li> <li>☒ Tell safety rules when you ride a bike.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 10  Totally Awesome Health (TAH) Lessons 36-40  Health and Wellness Teacher's Edition Grade 3 (MacMillan/McGraw-Hill)	Classroom teacher

		<ul style="list-style-type: none"><li>■ Tell safety rules when you walk.</li><li>■ Tell safety rules when you skate.</li><li>■ Tell safety rules when you play in the water.</li><li>■ Tell safety rules when you ride in a car or bus.</li><li>■ Tell safety rules during bad weather.</li><li>■ Tell safety rules when you are home with someone besides your parents or guardian.</li><li>■ Tell safety rules when you are walking or playing away from home.</li><li>■ Tell safety rules to stay safe from strangers in cars.</li><li>■ Tell what to do if someone gives you an unsafe touch.</li><li>■ Tell ways gang members are violent.</li><li>■ Tell ways you can stay away from gangs.</li><li>■ Tell why you should not pretend to have a weapon.</li><li>■ Tell steps to take if you find a weapon.</li><li>■ Tell rules for helping an injured person.</li><li>■ Tell rules for calling for help.</li><li>■ Tell first aid steps for minor injuries.</li><li>■ Tell about various forms of abuse and ways to get help.</li></ul>		
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		<ul style="list-style-type: none"> <li>• Distinguish between safe and unsafe situations at home, school and in the community.</li> </ul>		
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**Assessment:** Evaluation in Physical Education & Health is a process of determining whether the goals of an individual, a group, or a program are being reached.

- **Health Assessments-** Assessment will be used to evaluate progress, to improve thinking skills and knowledge, and to motivate students to live a healthy lifestyle.
- **Physical Education Assessments-** Assessment will be used to evaluate progress, to improve skills and knowledge, and to motivate students to be physically active.

**Technology:**

- Ipad
- Projector
- Music Cart
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

**21st Century & Career:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.1.4.B.5 Identify ways to earn and save.

**Cross Curricular Connections:**

- NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 3.OA.A. Represent and solve problems involving multiplication and division
- 3.OA.C Multiply and divide within 100

- 3.NF.A Develop understanding of fractions as numbers

### Accommodations & Modifications

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this grade level are:** N/A

# Fourth Grade

Objective	CPI	Expectation	Suggested Activities	Assessment
Affective Objectives:	2.2.4.A.1	<ul style="list-style-type: none"> <li>• Identify personal strengths and weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Low organizational activities and games</li> <li>• Soccer skills and lead-up games</li> <li>• Basketball skills and lead-up games</li> <li>• Rhythmic activities and dance</li> <li>• Football skills and lead-up games</li> <li>• Volleyball skills and lead-up games</li> <li>• Floor hockey skills and lead-up games</li> <li>• Throwing and catching skills and whiffleball games</li> <li>• Relay races</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review Quiz</p> <p><b>Formative Assessment:</b> Teacher Assessment: Students will demonstrate responsible personal and social behavior in physical</p>
	2.2.4.A.2	<ul style="list-style-type: none"> <li>• Demonstrate self-confidence by attempting new activities.</li> </ul>		
	2.5.4.A.1	<ul style="list-style-type: none"> <li>• Demonstrate enjoyment of physical activity by participating in physical activities outside of class.</li> </ul>		
	2.5.4.A.4	<ul style="list-style-type: none"> <li>• Practice an attitude of safe behavior toward self and others.</li> </ul>		



		<ul style="list-style-type: none"> <li>Practice effective and healthy communication with others during play and to resolve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastic tumbling and stunts</li> <li>Individual and long rope jumping skills</li> <li>Physical fitness tests</li> <li>Cooperative relay and games</li> <li>Self testing activities</li> <li>Individual jump rope challenges</li> <li>Long jump rope challenges</li> <li>Obstacle course challenges</li> <li>Badminton skills and lead up games</li> <li>Pickleball skills and lead up games</li> <li>Lacrosse skills and lead up games</li> </ul>	<p>activity settings by following all classroom rules, sharing space and equipment with each other, respects each other, and responds to teachers signals for attention at all times.</p>
Psychomotor Objectives	<p>2.5.4.A.1 2.5.4.A.2 2.5.4.A.3 2.5.4.A.4  2.5.4.B.1  2.6.4.A.1 2.6.4.A.2 2.6.4.A.3 2.6.4.A.4</p>	<ul style="list-style-type: none"> <li>Perform skills and activities that effectively maintain physical fitness.</li> <li>Demonstrate ability to perform basic body mechanics related to class activities.</li> <li>Demonstrate the ability to measure the contribution of skills and activities as they relate to physical fitness.</li> <li>Demonstrate proficiency in sports and dance related skills.</li> <li>Utilize appropriate motor skills in sports and games.</li> <li>Demonstrate proper mechanics for turning, pivoting, throwing, catching, pushing and pulling.</li> </ul>	<ul style="list-style-type: none"> <li>Low organizational activities and games</li> <li>Soccer skills and lead-up games</li> <li>Basketball skills and lead-up games</li> <li>Rhythmic activities and dance</li> <li>Football skills and lead-up games</li> <li>Volleyball skills and lead-up games</li> <li>Floor hockey skills and lead-up games</li> <li>Throwing and catching skills and whiffleball games</li> <li>Relay races</li> <li>Gymnastic tumbling and stunts</li> <li>Individual and long rope jumping skills</li> <li>Physical fitness tests</li> <li>Cooperative relay and games</li> <li>Self testing activities</li> <li>Individual jump rope challenges</li> <li>Long jump rope challenges</li> <li>Obstacle course challenges</li> <li>Badminton skills and lead up games</li> <li>Pickleball skills and lead up games</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review.</p> <p><b>Formative Assessment</b> Teacher assessment. Students will demonstrate appropriate steps to accomplish each specific skill per activity.</p>

			<ul style="list-style-type: none"> <li>Lacrosse skills and lead up games</li> </ul>	
Cognitive Objectives:	2.2.4.A.1 2.2.4.A.2 2.2.4.B.1 2.5.4.A.1 2.5.4.A.4 2.5.4.B.1 2.5.4.B.2 2.6.4.A.2	<ul style="list-style-type: none"> <li>Apply body awareness and space concepts to sports and dance related skills and activities.</li> <li>Demonstrate efficiency of movement through application of movement concepts and their relationship to sports/dance related skills and activities.</li> <li>Identify rules and basic strategies when appropriate and communicate them appropriately.</li> <li>Create increasingly complex movement patterns.</li> <li>Identify potential safety hazards in surroundings, equipment and behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Low organizational activities and games</li> <li>Soccer skills and lead-up games</li> <li>Basketball skills and lead-up games</li> <li>Rhythmic activities and dance</li> <li>Football skills and lead-up games</li> <li>Volleyball skills and lead-up games</li> <li>Floor hockey skills and lead-up games</li> <li>Throwing and catching skills and whiffleball games</li> <li>Relay races</li> <li>Gymnastic tumbling and stunts</li> <li>Individual and long rope jumping skills</li> <li>Physical fitness tests</li> <li>Cooperative relay and games</li> <li>Self testing activities</li> <li>Individual jump rope challenges</li> <li>Long jump rope challenges</li> <li>Obstacle course challenges</li> <li>Badminton skills and lead up games</li> <li>Pickleball skills and lead up games</li> <li>Lacrosse skills and lead up games</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b> Students will demonstrate an understanding and knowledge of skills, rules, strategies and game concepts, to help them achieve.</p>
Social Objectives:	2.2.4.A.1 2.2.4.A.2 2.5.4.C.1	<ul style="list-style-type: none"> <li>Show cooperation by supporting and encouraging others of different abilities and skill levels.</li> <li>Share in decision making with partners and small groups.</li> <li>Demonstrate respect for teammates, opponents, and officials.</li> </ul>	<ul style="list-style-type: none"> <li>Low organizational activities and games</li> <li>Soccer skills and lead-up games</li> <li>Basketball skills and lead-up games</li> <li>Rhythmic activities and dance</li> <li>Football skills and lead-up games</li> <li>Volleyball skills and lead-up games</li> <li>Floor hockey skills and lead-up games</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b> Students will display a positive attitude and willingness to work with</p>

	2.5.4.C.2	<ul style="list-style-type: none"> <li>• Acknowledge and comply with all activity or game rules when working independently and in small groups.</li> <li>• Win and lose graciously; without making excuses for losing, or bragging when winning.</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing and catching skills and whiffleball games</li> <li>• Relay races</li> <li>• Gymnastic tumbling and stunts</li> <li>• Individual and long rope jumping skills</li> <li>• Physical fitness tests</li> <li>• Cooperative relay and games</li> <li>• Self testing activities</li> <li>• Individual jump rope challenges</li> <li>• Long jump rope challenges</li> <li>• Obstacle course challenges</li> <li>• Badminton skills and lead up games</li> <li>• Pickleball skills and lead up games</li> <li>• Lacrosse skills and lead up games</li> </ul>	their peers to accomplish a common goal.
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**Health**

Unit	CPI	Expectation	Suggested Materials	Person Responsible
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<p style="text-align: center;"><b>1</b> <b>Mental and Emotional Health</b></p>	<p>2.1.4.A.1 2.1.4.A.2 2.1.4.E.4 2.2.4.C.1 2.2.4.C.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Explain why you need health knowledge.</li> <li>■ Explain why you need to practice life skills.</li> <li>■ Explain the difference between a responsible decision and a wrong decision.</li> <li>■ List three questions to ask before you make a decision.</li> <li>■ Explain when and how to use resistance skills.</li> <li>■ Explain why you need to set goals.</li> <li>■ Explain why you need self-respect and good character.</li> <li>■ Tell when you can use self-statements.</li> <li>■ Explain why you need to express emotions in healthful ways.</li> <li>■ Describe healthful ways to express emotions.</li> <li>■ Explain what happens when you feel stress and some causes of stress.</li> <li>■ List ways you can manage stress.</li> <li>■ Explain why you need to have a good attitude.</li> <li>■ Determine ways to cope with rejection, loss and separation.</li> <li>■ Discuss how an individual's character develops over time.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 1</p> <p>Totally Awesome Health (TAH) Lessons 1-5</p> <p>Health and Wellness Teacher's Edition Grade 4 (MacMillan/McGraw-Hill)</p>	<p>Classroom teacher</p>
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<p style="text-align: center;"><b>2</b> <b>Family and Social Health</b></p>	<p>2.1.4.A.1 2.1.4.E.1 2.2.4.B.1 2.2.4.B.2 2.2.4.B.4 2.2.4.C.2 2.2.4.C.3 2.2.4.D.1 2.4.4.A.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Describe and demonstrate the characteristics of an effective leader.</li> <li>■ Demonstrate respect for the opinions and abilities of group members.</li> <li>■ Explain ways you can show respect for other people.</li> <li>■ Name ways to get other people to practice life skills.</li> <li>■ Explain why you need self-control.</li> <li>■ Explain how you can control angry feelings and keep away from fights.</li> <li>■ Name actions of true friends.</li> <li>■ Explain how to know if decisions you make with friends are responsible.</li> <li>■ Explain what to do if you feel left out.</li> <li>■ Explain reasons why you should follow family guidelines.</li> <li>■ Discuss reasons why it is important to be close to your family.</li> <li>■ Tell ways you can cooperate with family members.</li> <li>■ Discuss ways your family shapes your health.</li> <li>■ Tell ways a family might adjust if <ul style="list-style-type: none"> <li>- a family member is ill, injured, or dies.</li> <li>- a parent or guardian loses a job</li> <li>- there is a divorce or it has to move.</li> </ul> </li> <li>■ Explain how healthy relationships are fostered in some families and not others.</li> <li>■ Compare and contrast how individuals and families attempt to address basic human needs.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 2</p> <p>Totally Awesome Health (TAH) Lessons 6-9</p> <p>Health and Wellness Teacher's Edition Grade 4 (MacMillan/McGraw-Hill)</p>	<p>Classroom teacher</p>
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		<ul style="list-style-type: none"> <li>■ Explain why core ethical values (respect, empathy and civic mindedness and good citizenship) are important in the local and world community.</li> <li>■ Discuss how attitudes and assumptions towards individuals with disabilities may negatively or positively impact them and the community.</li> <li>■ Explain how participating in various types of service projects can impact one's own emotional health and the health of the community.</li> <li>■ Explain why it is important to use the decision making process when addressing health issues.</li> <li>■ Differentiate between when a health related decision should be made independently or with the help of others.</li> <li>■ Develop a personal health goal and track your program.</li> </ul>		
<b>3 Growth and Development</b>	2.1.4.A.1 2.1.4.A.2 2.1.4.B.1 2.1.4.B.2 2.1.4.B.3 2.1.4.B.4 2.1.4.D.1 2.1.4.D.3 2.2.4.C.3 2.4.4.B.1	Students will be able to: <ul style="list-style-type: none"> <li>■ Explain how body systems work.</li> <li>■ Discuss habits that <ul style="list-style-type: none"> <li>-keep bones strong.</li> <li>-keep muscles strong and flexible.</li> <li>-protect your skin.</li> <li>-protect your brain and spinal cord.</li> <li>-improve digestion and circulation.</li> <li>-make it easy to breathe.</li> </ul> </li> <li>■ Discuss factors that can affect your growth.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 3  Totally Awesome Health (TAH) Lessons 10-12  Health and Wellness Teacher's Edition Grade 4 (MacMillan/McGraw-Hill)	Classroom teacher  Physical Education teacher  School Nurse

		<ul style="list-style-type: none"><li>■ Discuss how our emotional, social and physical lives are intermixed and affect each other.</li><li>■ Describe how personal health practices and behaviors affect one's body systems.</li><li>■ Explain ways you can change in infancy, childhood, adolescence, and adulthood.</li><li>■ Discuss how to adjust when someone you know dies.</li><li>■ Explain how to have your own style.</li><li>■ Explain why you need hobbies and special interests.</li><li>■ Explain how you can support a friend who has a learning disability.</li><li>■ Describe how you learn best.</li><li>■ Describe the physical, social, and emotional changes occurring at puberty for someone of one's own sex.</li><li>■ Discuss why puberty begins and ends at different ages for different people.</li></ul>		
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<p style="text-align: center;"><b>4</b> <b>Nutrition</b></p>	<p>2.1.4.A.1 2.1.4.A.2 2.1.4.B.1 2.1.4.B.2 2.1.4.B.3 2.1.4.B.4 2.1.4.D.1 2.2.4.B.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Discuss six nutrients you need.</li> <li>■ Tell ways to keep vitamins and minerals in foods.</li> <li>■ Explain why you should read food labels.</li> <li>■ Discuss rules to help you choose healthful meals and snacks.</li> <li>■ List reasons why you need to eat breakfast.</li> <li>■ Discuss ways to make healthful choices at fast food restaurants.</li> <li>■ List appeals that are used in ads for foods.</li> <li>■ Discuss kinds of food intolerances and allergies.</li> <li>■ Discuss ways to protect yourself from food borne illnesses.</li> <li>■ List table manners you should use.</li> <li>■ Discuss how you can be at your desirable weight.</li> <li>■ Explain what you can do if you are underweight or overweight.</li> <li>■ Discuss how family, peers, culture, technology and the media influences what we eat.</li> <li>■ Discuss safety practices to follow if you or someone you know has a food allergy.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 4</p> <p>Totally Awesome Health (TAH) Lessons 13-17</p> <p>Health and Wellness Teacher’s Edition Grade 4 (MacMillan/McGraw-Hill)</p>	<p>Classroom teacher</p>
<p style="text-align: center;"><b>5</b></p>	<p>2.1.4.D.1 2.2.4.E.1 2.6.4.A.1</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell what members of your health care team do.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 5</p> <p>Totally Awesome Health (TAH)</p>	<p>Classroom teacher</p>

**Personal Health  
& Physical  
Activity**

2.6.4.A.4

- Discuss ways to take care of your eyes and ears.
- Discuss the different kinds of teeth.
- Explain what happens when you get a dental checkup.
- Explain how cavities are treated.
- Describe products for your teeth.
- Explain how you can protect your teeth.
- Explain how you can care for your skin, hair, and nails.
- Discuss why you need physical activity.
- List reasons why you need each kind of health fitness.
- Name aerobic and anaerobic exercises to do.
- Name sports and games for which you need fitness skills.
- Explain why you need to warm up and cool down before and after exercise.
- Discuss lifetime sports you can enjoy now.
- Explain how you can be a good teammate.
- Explain what happens in your body when you rest and sleep.
- Name ways to get a good night's sleep and how to rest during the day.
- Identify health services provided in the school and community. Determine how each assists in addressing health needs and emergencies.

Lessons 18-22

Health and Wellness Teacher's Edition Grade 4  
(MacMillan/McGraw-Hill)

Physical Education  
Teacher

		<ul style="list-style-type: none"> <li>■ List 4 benefits of regular physical activity.</li> <li>■ Discuss how different factors influence personal fitness, such as heredity, training, diet and technology.</li> </ul>		
<p><b>6</b> <b>Alcohol, Tobacco, and Other Drugs</b></p>	<p>2.1.4.A.1 2.1.4.A.2 2.1.4.C.1 2.1.4.C.3 2.1.4.D.1 2.2.4.A.1 2.2.4.A.2 2.2.4.B.1 2.2.4.B.2 2.2.4.B.3 2.3.4.A.1 2.3.4.A.2 2.3.4.B.1 2.3.4.B.2 2.3.4.B.3 2.3.4.B.4 2.3.4.B.5 2.3.4.C.3</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell rules for the safe use of drugs/medicines.</li> <li>■ Tell ways to keep from misusing and abusing drugs.</li> <li>■ Discuss that it is illegal to use or possess certain drugs/substances and the possible consequences.</li> <li>■ Tell ways a person who has a drug dependence can get help.</li> <li>■ Tell how a person who abuses drugs can be helped.</li> <li>■ Name protective factors that help you say NO to abusing drugs.</li> <li>■ Give reasons for saying NO to abusing drugs.</li> <li>■ Describe what drinking alcohol can do to mental and social health.</li> <li>■ Describe what drinking alcohol can do to physical health.</li> <li>■ Describe what drinking alcohol can do to family life.</li> <li>■ List ten reasons not to drink alcohol.</li> <li>■ Discuss the short and long term physical and behavioral affects of alcohol use and abuse.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 6</p> <p>Totally Awesome Health (TAH) Lessons 23-26</p> <p>Health and Wellness Teacher’s Edition Grade 4 (MacMillan/McGraw-Hill)</p>	<p>Classroom teacher</p>

		<ul style="list-style-type: none"> <li>■ Explain why smoking tobacco is harmful now and later.</li> <li>■ Explain why smokeless tobacco is harmful.</li> <li>■ Tell reasons you can give for saying NO to tobacco.</li> <li>■ Explain why secondhand smoke is harmful.</li> <li>■ Describe illegal drug use.</li> <li>■ Explain why it is harmful to use marijuana.</li> <li>■ Explain why it is harmful to abuse inhalants, stimulants, or depressants.</li> <li>■ Distinguish between over-the-counter and prescription medicines.</li> <li>■ Discuss possible side effects of common types of medicines.</li> <li>■ Discuss how advertising, peer pressure and home environment influence children and teenagers to experiment with alcohol, tobacco and other drugs.</li> </ul>		
<b>7</b> <b>Communicable</b> <b>and Chronic</b> <b>Health</b>	2.1.4.A.1 2.1.4.A.2 2.1.4.B.1 2.1.4.B.3 2.1.4.B.4 2.1.4.C.1 2.1.4.C.2 2.1.4.D.1 2.2.4.A.1	Students will be able to: <ul style="list-style-type: none"> <li>■ List types of pathogens that cause disease.</li> <li>■ Explain ways pathogens from people and the environment enter your body.</li> <li>■ Explain ways you can keep pathogens from the environment out of your body.</li> <li>■ List body defenses that fight pathogens.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 7  Totally Awesome Health (TAH) <b>Lessons 28-32</b>  Health and Wellness Teacher’s Edition Grade 4 (MacMillan/McGraw-Hill)	Classroom teacher

	<p>2.2.4.B.1 2.2.4.B.2 2.2.4.B.3 2.3.4.A.1 2.6.4.A.1 2.6.4.A.4</p>	<ul style="list-style-type: none"> <li>■ Describe symptoms and treatment for communicable diseases.</li> <li>■ Explain the cause, symptoms, and treatment for a cold, strep throat, and chickenpox.</li> <li>■ Explain what causes a heart attack.</li> <li>■ Describe ways you can prevent a premature heart attack.</li> <li>■ Describe ways you can prevent skin, lung, and colon cancer.</li> <li>■ Discuss actions that help prevent an allergy attack.</li> <li>■ List triggers that cause the airway to narrow and way to reduce these triggers a person breathes.</li> <li>■ List causes of chronic diseases.</li> <li>■ Explain how heredity can affect whether you will have certain diseases.</li> <li>■ Explain what HIV does to body defenses.</li> <li>■ Tell symptoms that appear in people who have HIV.</li> <li>■ Tell when a person has AIDS.</li> <li>■ Tell ways HIV enters a person’s body.</li> <li>■ Tell ways to keep from getting HIV.</li> </ul>		
<p style="text-align: center;"><b>8</b> <b>Consumer &amp; Community Health</b></p>	<p>2.2.4.A.1 2.2.4.B.3 2.2.4.E.1 2.2.4.E.2</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Name kinds of media used to sell health products and services.</li> <li>■ Explain how you can check out media messages.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 8</p> <p>Totally Awesome Health (TAH) Lessons 33-35</p>	<p>Classroom teacher</p>

		<ul style="list-style-type: none"> <li>■ List ways to spend time.</li> <li>■ List ways to spend money.</li> <li>■ Name wise entertainment choices.</li> <li>■ Tell what health educators do.</li> <li>■ Tell places where health helpers work in the community.</li> <li>■ Discuss health services that are provided by a hospital.</li> <li>■ Tell how to learn about health careers.</li> </ul>	Health and Wellness Teacher's Edition Grade 4 (MacMillan/McGraw-Hill)	
<b>9 Environmental Health</b>	2.1.4.C.1 2.1.4.C.2	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ List reasons to stop pollution.</li> <li>■ List ways air can be polluted.</li> <li>■ List ways water can be polluted.</li> <li>■ Explain how noise pollution can affect your health.</li> <li>■ Explain how you can use less paper.</li> <li>■ Explain how you can save energy and water at home.</li> <li>■ List products you can recycle.</li> <li>■ Tell ways you can be environmentally friendly at school.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 9 Totally Awesome Health (TAH) Lessons 36-38</p> <p>Health and Wellness Teacher's Edition Grade 4 (MacMillan/McGraw-Hill)</p>	Classroom teacher
<b>10 Injury Prevention &amp; Safety</b>	2.1.4.D.1 2.1.4.D.2 2.1.4.D.3 2.1.4.D.4 2.1.4.E.2	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell safety rules in case of fire, to prevent falls, and to prevent poisoning.</li> <li>■ Tell safety rules for walking, riding a bike, and swimming.</li> <li>■ Tell safety rules for riding in a car or bus.</li> <li>■ Tell safety rules in bad weather.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 10</p> <p>Totally Awesome Health (TAH) Lessons 36-40</p> <p>Health and Wellness Teacher's Edition Grade 4 (MacMillan/McGraw-Hill)</p>	Classroom teacher

	<ul style="list-style-type: none"> <li>■ Tell ways to stay safe from strangers when you are at home and away from home.</li> <li>■ Tell safety rules to protect yourself from violence.</li> <li>■ Tell ways to recover if you are a victim of violence.</li> <li>■ Tell why you should stay away from gangs.</li> <li>■ Tell ways you can stay away from gangs.</li> <li>■ Tell safety rules your school might have about weapons.</li> <li>■ Tell safety rules to follow if you find a weapon.</li> <li>■ Tell safety rules to keep you from being around weapons.</li> <li>■ Tell what is in a first aid kit.</li> <li>■ Know where our school AED is located and what it is used for.</li> <li>■ Explain when and how to call for emergency help.</li> <li>■ Explain how to give first aid for bleeding, sprains, and choking and demonstrate steps to assist a choking victim.</li> <li>■ Tell about various forms of abuse and ways to get help.</li> <li>■ Determine the characteristic of safe and unsafe situations and develop strategies to reduce the risk of injury at home, school and in the community.</li> <li>■ Distinguish among violence, harassment, gang violence,</li> </ul>		
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		discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.		
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**Assessment:** Evaluation in Physical Education & Health is a process of determining whether the goals of an individual, a group, or a program are being reached.

- **Health Assessments-** Assessment will be used to evaluate progress, to improve thinking skills and knowledge, and to motivate students to live a healthy lifestyle.
- **Physical Education Assessments-** Assessment will be used to evaluate progress, to improve skills and knowledge, and to motivate students to be physically active.

**Technology:**

- IPad
- Projector
- Music Cart
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

**21st Century & Career:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 9.1.4.A.3 Explain how income affects spending and me pay.take-ho
- 9.1.4.B.5 Identify ways to earn and save.

**Cross Curricular Connections:**

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 4.NF.A Extend understanding of fraction equivalence and ordering.
- 4.MD.A Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.



- 4.MD.C Geometric measurement: understand concepts of angle and measure angles.

### Accommodations & Modifications

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this grade level are:** N/A

# Fifth Grade

Objective	CPI	Expectation	Suggested Activities	Assessment
Affective Objectives:	2.2.6.B.4 2.5.6.C.1 2.5.6.C.2 2.6.6.A.1 2.6.6.A.3	<ul style="list-style-type: none"> <li>• Select opportunities to participate in physical activities of one's choosing when choices are offered.</li> <li>• Practice safety while performing in learning situations, games and leisure play.</li> <li>• Recognize personal reactions to stressful situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Jump rope activities (short and long rope)</li> <li>• Low organizational games and cooperative games</li> <li>• Soccer skills and modified soccer games</li> <li>• Football skills and modified games</li> <li>• Basketball skills and modified basketball games</li> <li>• Floor hockey skills and modified games</li> <li>• Gymnastic skills and stunts</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review Quiz</p> <p><b>Formative Assessment:</b> Teacher Assessment: Students will demonstrate</p>

		<ul style="list-style-type: none"> <li>● Accept personal differences in: interests; motivation; and intellectual, physical and performance aptitude.</li> <li>● Exhibit verbal and physical expressions of enthusiasm, joy, and satisfaction with participation in learning activities and performances.</li> <li>● Project a positive attitude to personal skill development and improvement.</li> <li>● Demonstrate the ability to participate with self-control and cooperation in directed and non-directed activities.</li> <li>● Demonstrate an ability to achieve realistic performance goals.</li> <li>● Display a willingness to try new things.</li> <li>● Exhibit, through participation in physical activities, the value of personal fitness and health.</li> </ul>	<ul style="list-style-type: none"> <li>● Rhythmic activities (i.e. aerobic dance, line dances, aerobic step...)</li> <li>● Whiffleball skills and games</li> <li>● Softball skills and games</li> <li>● Physical fitness tests</li> <li>● Relay races</li> <li>● Volleyball skills and modified games</li> <li>● Badminton skills and modified games</li> <li>● Self challenging activities</li> <li>● Cooperative activities</li> <li>● Obstacle course</li> <li>● Pickleball skills and modified games</li> <li>● Lacrosse skills and modified games</li> <li>● Skeleton Relay</li> </ul>	<p>responsible personal and social behavior in physical activity settings by following all classroom rules, sharing space and equipment with each other, respects each other, and responds to teachers signals for attention at all times.</p>
Psychomotor Objectives:	<p>2.5.6.A.1</p> <p>2.5.6.B.1</p> <p>2.5.6.B.2</p> <p>2.6.6.A.2</p> <p>2.6.6.A.4</p>	<ul style="list-style-type: none"> <li>● Identify two benefits of physical fitness.</li> <li>● Identify the effects on the body which result from vigorous exercise.</li> <li>● Identify the four components of health-related fitness: muscular strength and endurance;</li> </ul>	<ul style="list-style-type: none"> <li>● Jump rope activities (short and long rope)</li> <li>● Low organizational games and cooperative games</li> <li>● Soccer skills and modified soccer games</li> <li>● Football skills and modified games</li> <li>● Basketball skills and modified basketball games</li> <li>● Floor hockey skills and modified games</li> <li>● Gymnastic skills and stunts</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review.</p> <p><b>Formative Assessment</b></p>

	2.6.6.A.7	<p>cardio-respiratory endurance; flexibility; and body composition.</p> <ul style="list-style-type: none"> <li>● Identify the difference between tensed and relaxed muscles.</li> <li>● Understand the relationship between diet, activity, and fitness.</li> <li>● Demonstrate an awareness of personal responsibility for achieving and maintaining physical fitness.</li> <li>● Achieve satisfactorily on physical fitness tests</li> <li>● Refine performance in manipulative skill activities.</li> <li>● Expand principles of locomotor, non-locomotor, and manipulative skill development.</li> <li>● Participate in individual and team activities.</li> <li>● Begin to participate in leisure/lifetime sports activities.</li> <li>● Refine complex movement patterns (i.e. routines, dances...)</li> <li>● Refine the mechanics of pushing, pulling, and lifting.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Rhythmic activities (i.e. aerobic dance, line dances, aerobic step...)</li> <li>● Whiffleball skills and games</li> <li>● Softball skills and games</li> <li>● Physical fitness tests</li> <li>● Relay races</li> <li>● Volleyball skills and modified games</li> <li>● Badminton skills and modified games</li> <li>● Self challenging activities</li> <li>● Cooperative activities</li> <li>● Obstacle course</li> <li>● Pickleball skills and modified games</li> <li>● Lacrosse skills and modified games</li> <li>● Skeleton Relay</li> </ul>	Teacher assessment. Students will demonstrate appropriate steps to accomplish each specific skill per activity.
Cognitive Objectives:	2.2.6.A.1 2.5.6.A.2 2.5.6.B.1	<ul style="list-style-type: none"> <li>● Demonstrate an understanding of the principles of the psychomotor, locomotor, non-locomotor and manipulative skills which have been developed.</li> </ul>	<ul style="list-style-type: none"> <li>● Jump rope activities (short and long rope)</li> <li>● Low organizational games and cooperative games</li> <li>● Soccer skills and modified soccer games</li> <li>● Football skills and modified games</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b></p>

	<p>2.5.6.B.2</p> <p>2.5.6.C.2</p>	<ul style="list-style-type: none"> <li>• Demonstrate proper care and use of equipment and attire, and show how this behavior creates a safe environment for activities.</li> <li>• Identify safety rules and demonstrate effective strategies for participation in team sports, individual sports, and group games.</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball skills and modified basketball games</li> <li>• Floor hockey skills and modified games</li> <li>• Gymnastic skills and stunts</li> <li>• Rhythmic activities (i.e. aerobic dance, line dances, aerobic step...)</li> <li>• Whiffleball skills and games</li> <li>• Softball skills and games</li> <li>• Physical fitness tests</li> <li>• Relay races</li> <li>• Volleyball skills and modified games</li> <li>• Badminton skills and modified games</li> <li>• Self challenging activities</li> <li>• Cooperative activities</li> <li>• Obstacle course</li> <li>• Pickleball skills and modified games</li> <li>• Lacrosse skills and modified games</li> <li>• Skeleton Relay</li> </ul>	<p>Students will demonstrate an understanding and knowledge of skills, rules, strategies and game concepts, to help them achieve.</p>
<p>Social Objectives:</p>	<p>2.2.6.B.1</p> <p>2.4.6.B.1</p> <p>2.5.6.C.1</p> <p>2.5.6.C.3</p> <p>2.6.6.A.1</p>	<ul style="list-style-type: none"> <li>• Participate in positive, group-dynamic behavior.</li> <li>• Display respect for self, others, and authority.</li> <li>• Practice socially acceptable sports conduct.</li> <li>• Develop a tolerance and respect for individual differences and abilities.</li> <li>• Demonstrate the ability to control oneself.</li> <li>• Help to develop and maintain a learning atmosphere by refraining from critiquing the performance of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Jump rope activities (short and long rope)</li> <li>• Low organizational games and cooperative games</li> <li>• Soccer skills and modified soccer games</li> <li>• Football skills and modified games</li> <li>• Basketball skills and modified basketball games</li> <li>• Floor hockey skills and modified games</li> <li>• Gymnastic skills and stunts</li> <li>• Rhythmic activities (i.e. aerobic dance, line dances, aerobic step...)</li> <li>• Whiffleball skills and games</li> <li>• Softball skills and games</li> <li>• Physical fitness tests</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b> Students will display a positive attitude and willingness to work with their peers to accomplish a common goal.</p>

			<ul style="list-style-type: none"> <li>● Relay races</li> <li>● Volleyball skills and modified games</li> <li>● Badminton skills and modified games</li> <li>● Self challenging activities</li> <li>● Cooperative activities</li> <li>● Obstacle course</li> <li>● Pickleball skills and modified games</li> <li>● Lacrosse skills and modified games</li> <li>● Skeleton Relay</li> </ul>	
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# Health

Unit	CPI	Expectation	Suggested Materials	Person Responsible
<b>1 Mental and Emotional Health</b>	2.1.6.E.1 2.2.6.A.1 2.2.6.C.1	Student will be able to: <ul style="list-style-type: none"> <li>■ Explain how you can achieve wellness.</li> <li>■ Explain why you need to have health knowledge.</li> <li>■ List the Ten Areas of Health (the ten units in the curriculum)</li> <li>■ Discuss the physical, social and emotional/intellectual dimensions of wellness.</li> <li>■ Explain how to take responsibility for your health.</li> <li>■ Explain when and how to use a health behavior contract.</li> <li>■ Explain how to make responsible decisions.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 1  Totally Awesome Health (TAH) Lesson 1-5  Macmillan/McGraw-Hill: Health & Wellness – Chapter 1 (resource)	Classroom Teacher

	<ul style="list-style-type: none"><li>■ List six questions to ask before you make a decision.</li><li>■ List seven resistance skills you can use to resist pressure to make a wrong decision.</li><li>■ Explain why a peer might pressure you to make a wrong decision.</li><li>■ List traits that are part of a person's personality.</li><li>■ List and discuss ways to develop self-respect.</li><li>■ List and discuss ways to show you have good character.</li><li>■ List ten skills you need to communicate with others.</li><li>■ Describe and demonstrate active and reflective listening.</li><li>■ Demonstrate and evaluate the effective use of communication skills: refusal, negotiation, and assertiveness.</li><li>■ Put together I – messages to express feelings.</li><li>■ Explain how to manage your emotions.</li><li>■ Discuss ways emotions can affect your health.</li><li>■ Tell ways to keep your mind alert.</li><li>■ Talk about body changes that occur if you get stressed out.</li><li>■ Explain how to bounce back from hard times.</li><li>■ Discuss the characteristics of a role model and how role</li></ul>		
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		<p>models influence the personal goals of others.</p> <ul style="list-style-type: none"> <li>■ Discuss how personal assets and protective factors support healthy social and emotional development.</li> </ul>		
<p style="text-align: center;"><b>2</b> <b>Family and Social Health</b></p>	<p>2.4.6.A.1 2.4.6.A.3 2.4.6.A.4</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>■ Talk about ways to show respect for others.</li> <li>■ Explain how to earn the respect of others.</li> <li>■ Talk about ways to encourage other people to take responsibility for their health.</li> <li>■ Explain how settling internal conflict protects your health.</li> <li>■ Explain and demonstrate how settling conflict with others protects your health.</li> <li>■ List and discuss ways to settle conflicts.</li> <li>■ Discuss reasons why you need friends.</li> <li>■ List and discuss guidelines for friendships.</li> <li>■ Discuss reasons to avoid being in a clique.</li> <li>■ Discuss how individuals can make a difference by helping others; investigate opportunities to volunteer in the community.</li> <li>■ Compare various forms of leadership.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 2</p> <p>Totally Awesome Health (TAH) Lesson 6-10</p> <p>Macmillan/McGraw-Hill: Health &amp; Wellness – Chapter 2 (resource)</p>	<p>Classroom Teacher</p>

		<ul style="list-style-type: none"> <li>■ Discuss local and state laws that impact personal, family, and community wellness.</li> <li>■ List health and fitness services available in the school and community.</li> <li>■ Explain why you need to follow family guidelines.</li> <li>■ Discuss ways your family influences your health.</li> <li>■ List ways in which families may change over time.</li> <li>■ Discuss the types of relationships that adolescents may experience.</li> </ul>		
<b>3</b> <b>Growth and Development</b>	2.1.6.A.2 2.1.6.A.3 2.2.6.C.3 2.4.6.B.1	Student will be able to: <ul style="list-style-type: none"> <li>■ Discuss the tasks carried out by each body system.</li> <li>■ Tell ways to care for each body system.</li> <li>■ Discuss the nine stages in the life cycle.</li> <li>■ Discuss ways you will mature during adolescence.</li> <li>■ Discuss ways that those of the opposite gender physically mature during puberty.</li> <li>■ Describe the appropriate use of healthcare and personal hygiene products.</li> <li>■ List habits to choose now to age in a healthful way.</li> <li>■ Discuss ways to handle grief.</li> <li>■ Explain why you are unique.</li> <li>■ Discuss ways to help you learn.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 3  Totally Awesome Health (TAH) Lesson 11-13  Macmillan/McGraw-Hill: Health & Wellness – Chapter 3 (resource)  -Video: It's a Change- by Kotex. The male section is used to teach the female students about male puberty and the female section is used to teach the boys about female puberty.	Classroom Teacher for all but reproductive system.  *School Nurse / Physical Education teacher for reproductive system.



		<ul style="list-style-type: none"> <li>■ Explain how to use the Braille system and sign language.</li> <li>■ Tell the kinds of support that might be needed by someone who has a learning disability.</li> <li>■ Develop ways to proactively include peers with disabilities at home, in school and in community activities.</li> </ul>		
<p><b>4</b> <b>Nutrition</b></p>	<p>2.1.6.B.1 2.1.6.B.2 2.1.6.B.3 2.1.6.B.4 2.1.6.C.2</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>■ Name foods that are sources of the six kinds of nutrients.</li> <li>■ Describe what a serving of each food group is for each food group on “My Plate.”</li> <li>■ Name tips that help you follow the Dietary Guidelines.</li> <li>■ Explain how to use a food label to find facts you need to follow the Dietary Guidelines.</li> <li>■ Discuss factors that influence your food choices.</li> <li>■ Outline steps to follow to plan meals and snacks for one day.</li> <li>■ Name guidelines to use when you order foods at a fast food restaurant.</li> <li>■ Discuss ways to prevent food borne illnesses.</li> <li>■ Tell ways to keep from spreading your germs when you share foods and beverages.</li> <li>■ Name good table manners you should practice.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 4</p> <p>Totally Awesome Health (TAH) Lesson 14 -18</p> <p>Macmillan/McGraw-Hill: Health &amp; Wellness – Chapter 4 (resource)</p>	<p>Classroom Teacher</p>

		<ul style="list-style-type: none"> <li>■ Explain how to maintain a healthful weight.</li> <li>■ Explain why it is risky to be overweight.</li> <li>■ Discuss ways to have a positive body image.</li> <li>■ Tell the causes, signs, and treatment for eating disorders.</li> </ul>		
<p style="text-align: center;"><b>5</b> <b>Personal Health &amp; Physical Activity</b></p>	<p>2.2.6.B.2 2.6.6.A.1 2.6.6.A.5</p>	<p>Student will be able to:</p> <ul style="list-style-type: none"> <li>■ Tell when to have medical checkups.</li> <li>■ List ways of detecting and treating diseases and health conditions that are prevalent in adolescents.</li> <li>■ Predict how the outcome of a health related decision may differ if an alternative decision is made by self or others.</li> <li>■ List ways to protect your vision.</li> <li>■ List ways to protect your hearing.</li> <li>■ Tell reasons to keep a personal health record.</li> <li>■ Explain how to develop correct posture.</li> <li>■ Make and follow a plan for dental health.</li> <li>■ Discuss ways to care for your skin, hair, and nails.</li> <li>■ Discuss the benefits of physical activity.</li> <li>■ Describe the kinds of health fitness.</li> <li>■ Describe the kinds of fitness skills.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 5</p> <p>Totally Awesome Health (TAH) Lesson 18-22</p> <p>Macmillan/McGraw-Hill: Health &amp; Wellness – Chapter 5 (resource)</p>	<p>Classroom teacher Physical Education Teacher Resource outside speakers (i.e. dentist)</p>

		<ul style="list-style-type: none"><li>■ Describe five kinds of exercises.</li><li>■ Explain how aerobic exercises help your heart, blood pressure, and blood vessels.</li><li>■ Prepare to take a physical fitness test.</li><li>■ Discuss the social, emotional and physical benefits of exercise.</li><li>■ Relate physical activity, healthy eating, and body composition to personal fitness and health.</li><li>■ Describe actions that show you are a good sport.</li><li>■ Discuss guidelines for a safe workout.</li><li>■ Explain how to prevent and treat sprains and strains.</li><li>■ Explain what happens during the sleep cycle.</li><li>■ Discuss reasons why you need sleep.</li><li>■ Explain how to get enough rest and sleep</li></ul>		
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<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>Alcohol, Tobacco, and Other Drugs</b></p>	<p>2.2.6.B.1 2.2.6.B.2 2.3.6.A.1 2.3.6.A.2 2.3.6.B.2 2.3.6.B.3 2.3.6.C.1 2.3.6.C.2</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>■ Discuss responsible drug use.</li> <li>■ Discuss the safe use of prescription and OTC drugs.</li> <li>■ Compare information found on over-the-counter and prescription medicines.</li> <li>■ Discuss why you need to recognize drug abuse.</li> <li>■ List steps that lead to drug dependence.</li> <li>■ Tell how to get help for someone who abuses drugs.</li> <li>■ List ten reasons to stay drug-free.</li> <li>■ Discuss why you should expect others to be drug-free.</li> <li>■ Tell how to use honest talk with someone who uses harmful drugs.</li> <li>■ Tell ways to say NO if you are pressured to abuse drugs.</li> <li>■ Tell how to say NO to drugs firmly.</li> <li>■ Discuss the depressant effects of alcohol.</li> <li>■ Discuss ten reasons to be alcohol-free.</li> <li>■ List questions you can ask to judge ads and commercials for alcohol.</li> <li>■ Discuss signs of alcoholism.</li> <li>■ Explain what happens in a recovery program.</li> <li>■ Tell why you can get addicted if you try tobacco.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 6</p> <p>Totally Awesome Health (TAH) Lesson 23-27</p> <p>Macmillan/McGraw-Hill: Health &amp; Wellness – Chapter 7(resource)</p>	<p>Classroom teacher</p> <p>DARE instructor (if available)</p>
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		<ul style="list-style-type: none"> <li>■ Discuss reasons not to smoke now or later.</li> <li>■ Discuss reasons not to use smokeless tobacco.</li> <li>■ List questions you can use to judge ads for tobacco products.</li> <li>■ Discuss reasons to stay away from secondhand smoke.</li> <li>■ Discuss the effects of stimulants such as: depressants, narcotics, inhalants, marijuana, anabolic steroids, and hallucinogens.</li> <li>■ Discuss how laws, policies and procedures regarding the use of tobacco affect smokers and non-smokers.</li> <li>■ Discuss how substance abuse can lead to dependency/addiction.</li> <li>■ Explain how wellness is affected by substance abuse.</li> </ul>		
<b>7</b> <b>Communicable and Chronic Health</b>	2.1.6.A.2 2.1.6.B.2 2.1.6.C.1 2.1.6.C.2 2.2.6.D.2	The Student will be able to: <ul style="list-style-type: none"> <li>■ Discuss the different kinds of pathogens.</li> <li>■ Explain ways that pathogens are spread.</li> <li>■ Describe how body defenses protect you.</li> <li>■ Define communicable disease.</li> <li>■ Differentiate among communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.</li> <li>■ List diseases and health conditions that are prevalent in adolescents.</li> <li>■ List the three stages of disease.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 7  Totally Awesome Health (TAH) Lesson 28-32  Macmillan/McGraw-Hill: Health & Wellness – Chapter 8 (resource)	Classroom Teacher Nurse (resource)

		<ul style="list-style-type: none"> <li>■ Discuss the symptoms of and treatments for communicable diseases.</li> <li>■ Tell ways to reduce the risk of getting a cold, the flu, or a sore throat.</li> <li>■ Discuss different kinds of heart disease.</li> <li>■ Discuss habits that protect against premature heart disease.</li> <li>■ List the warning signs for cancer.</li> <li>■ Discuss habits that protect against cancer.</li> <li>■ Describe what happens when a person has allergies.</li> <li>■ Tell ways a person can manage asthma.</li> <li>■ Explain how to help a person who is having a seizure.</li> <li>■ Discuss causes and treatment for diabetes.</li> <li>■ Discuss ways to care for chronic health conditions.</li> <li>■ Discuss how HIV infection leads to AIDS.</li> <li>■ Tell ways HIV is spread.</li> <li>■ Tell ways HIV is not spread.</li> <li>■ List ways to prevent HIV infection.</li> <li>■ Develop a position about a health issue in order to inform peers.</li> <li>■ Discuss various types of public health strategies in preventing diseases and health conditions.</li> </ul>		
<b>8</b>	2.1.6.A.3 2.2.6.B.3	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>■ Discuss ways to make wise choices about health products and services.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 8	Classroom teacher

<p><b>Consumer &amp; Community Health</b></p>	<p>2.2.6.D.1</p>	<ul style="list-style-type: none"> <li>▣ Discuss ad appeals that try to influence your choices.</li> <li>▣ Tell why you need to have media literacy.</li> <li>▣ Discuss kinds of technology you can use to learn about health.</li> <li>▣ Tell how to check your sources for health information.</li> <li>▣ Tell how to make a plan to manage your time.</li> <li>▣ Tell how to make a budget.</li> <li>▣ Tell how too much TV can affect your health.</li> <li>▣ Discuss five characteristics of healthful TV programs.</li> <li>▣ Discuss groups that protect consumers.</li> <li>▣ Explain what you can do if you are not satisfied with a product or service.</li> <li>▣ Appraise the goals of various community or service organizations to determine opportunities for volunteer service.</li> <li>▣ Explain ways you can volunteer.</li> <li>▣ Discuss how you can learn about health careers.</li> <li>▣ Describe health careers you might choose.</li> <li>▣ Present health information using a multimedia approach.</li> </ul>	<p>Totally Awesome Health (TAH) Lesson 33-36</p> <p>Macmillan/McGraw-Hill: Health &amp; Wellness – Chapter 9 (resource)</p>	
<p><b>9</b></p>	<p>2.1.6.C.2 2.2.6.B.1</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>▣ Explain how air pollution affects your health.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 9</p>	<p>Classroom teacher Science lab teacher (resource)</p>

<p><b>Environmental Health</b></p>	<p>2.2.6.B.3</p>	<ul style="list-style-type: none"> <li>▣ Discuss ways you can help reduce air pollution.</li> <li>▣ Explain how water pollution affects your health.</li> <li>▣ Discuss ways you can help reduce water pollution.</li> <li>▣ Explain how land pollution affects your health.</li> <li>▣ Discuss ways you can help reduce land pollution.</li> <li>▣ Explain how noise pollution affects you health.</li> <li>▣ Discuss ways you can help reduce noise pollution.</li> <li>▣ Discuss ways you can conserve water.</li> <li>▣ Discuss ways you can conserve energy.</li> <li>▣ Discuss ways you can recycle, reuse, and precycle.</li> <li>▣ Name five characteristics of a positive environment.</li> <li>▣ Explain why you should give compliments.</li> <li>▣ Tell how you can create a positive environment in your home.</li> <li>▣ Explain how poor living conditions affect health.</li> </ul>	<p>Totally Awesome Health (TAH) Lesson 37-40</p> <p>Macmillan/McGraw-Hill: Health &amp; Wellness – Chapter 10 (resource)</p>	
<p><b>10 Injury Prevention &amp; Safety</b></p>	<p>2.1.6.D.3 2.1.6.D.4 2.1.6.E.1 2.1.6.E.2</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>▣ The student will be able to:</li> <li>▣ Explain why you should follow safety guidelines.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 10</p> <p>Totally Awesome Health (TAH) Lesson 41-45</p>	<p>Classroom Teacher</p>



	<ul style="list-style-type: none"><li>■ List safety rules for home, school, and play.</li><li>■ List safety rules to prevent a fire.</li><li>■ List safety rules if there is a fire.</li><li>■ List safety rules for walking.</li><li>■ List safety rules for riding a bike.</li><li>■ List safety rules for swimming.</li><li>■ List safety rules for riding in a car or bus.</li><li>■ List safety rules to follow during weather conditions.</li><li>■ List ways you can recognize violence.</li><li>■ Explain why you should avoid violence in the media.</li><li>■ Discuss ideas to resolve incidences of school, and community conflict, violence, harassment, gang violence, discrimination and bullying.</li><li>■ Discuss why you need to follow laws.</li><li>■ List ways you can express your anger without violence.</li><li>■ List ways you can stay away from fights.</li><li>■ Explain how you can get help if you are a victim of violence.</li><li>■ List ways you can recognize gangs.</li><li>■ Explain why it is risky to belong to a gang.</li><li>■ Explain how you can be safe from weapons.</li></ul>	Macmillan/McGraw-Hill: Health & Wellness – Chapter 6 (resource)	
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	<ul style="list-style-type: none"> <li>☒ Describe when you should call a local emergency number.</li> <li>☒ Explain how to make an emergency phone call.</li> <li>☒ Explain where you should keep a first aid kit.</li> <li>☒ Know where the AED is located in your school.</li> <li>☒ Explain how to use universal precautions when giving first aid.</li> <li>☒ List the steps to give first aid for: nosebleeds, scrapes, cuts, punctures, poisoning, choking, fractures, bee stings, bruises, burns and blisters, objects in the eye, skin rashes from plants, and sunburn.</li> <li>☒ Explain the components of the traffic safety system and how adherence to it prevents injuries.</li> </ul>		
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**Assessment:** Evaluation in Physical Education & Health is a process of determining whether the goals of an individual, a group, or a program are being reached.

- **Health Assessments-** Assessment will be used to evaluate progress, to improve thinking skills and knowledge, and to motivate students to live a healthy lifestyle.
- **Physical Education Assessments-** Assessment will be used to evaluate progress, to improve skills and knowledge, and to motivate students to be physically active.

**Technology:**

- iPad
- Projector
- Music Cart

**21st Century & Career:**

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.

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

- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.1.4.B.5 Identify ways to earn and save.

### **Cross Curricular Connections:**

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 5.NBT.B .Perform operations with multi-digit whole numbers and with decimals to hundredths.
- 5.NF.B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- 5.MD.C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- 5-PS1-2. Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

### **Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504's, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this grade level are:** N/A

# **Sixth Grade**

Objective	CPI	Expectation	Suggested Activities	Assessment
Affective Objectives:	2.2.6.B.4  2.5.6.C.1  2.5.6.C.2  2.6.6.A.1 2.6.6.A.3 2.6.6.A.5	<ul style="list-style-type: none"> <li>● Exhibit through participation in physical activity, the value of personal fitness and health.</li> <li>● Understand the relationship between perseverance and success.</li> <li>● Develop personal fitness goals.</li> <li>● Project a positive attitude toward exercise and activity.</li> </ul>	<ul style="list-style-type: none"> <li>● Jump rope activities (short and long rope)</li> <li>● Low organizational games and cooperative activities</li> <li>● Soccer skills and modified games</li> <li>● Football skills and modified games</li> <li>● Basketball skills and modified games</li> <li>● Gymnastic skills and stunts</li> <li>● Floor hockey skills and modified games</li> <li>● Rhythmic activities (social dance, aerobic step, aerobic dance...)</li> <li>● Volleyball skills and modified games</li> <li>● Whiffleball skills and modified games</li> <li>● Physical fitness tests</li> <li>● Relay races</li> <li>● Self challenging activities</li> <li>● Softball skills and modified games</li> <li>● Cooperative activities</li> <li>● Badminton skills and modified games</li> <li>● Obstacle courses</li> <li>● Pickleball skills and modified games</li> <li>● Lacrosse skills and modified games</li> <li>● Skeleton Relay</li> </ul>	<p><b>Summative Assessment:</b> -Post Unit Review Quiz</p> <p><b>Formative Assessment:</b> -Teacher Assessment: Students will demonstrate responsible personal and social behavior in physical activity settings by following all classroom rules, sharing space and equipment with each other, respects each other, and responds to teachers signals for attention at all times.</p>
Psychomotor Objectives	2.5.6.A.1 2.5.6.A.3  2.5.6.B.1  2.5.6.C.2	<ul style="list-style-type: none"> <li>● Demonstrate the ability to perform complex movement patterns.</li> <li>● Demonstrate increasing competence in more advanced, specialized skills.</li> <li>● Participate in various individual and team games and sports,</li> </ul>	<ul style="list-style-type: none"> <li>● Jump rope activities (short and long rope)</li> <li>● Low organizational games and cooperative activities</li> <li>● Soccer skills and modified games</li> <li>● Football skills and modified games</li> <li>● Basketball skills and modified games</li> <li>● Gymnastic skills and stunts</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review.</p>

	<p>2.6.6.A.1 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4 2.6.6.A.5 2.6.6.A.6 2.6.6.A.7</p>	<p>Demonstrate the principles of improving fitness (i.e. frequency, intensity, and duration).</p> <ul style="list-style-type: none"> <li>● Express a positive attitude toward the development and lifelong maintenance of fitness.</li> <li>● Be aware of the body changes that occur during exercise (i.e. increased heart rate, body temperature, respiration, perspiration...).</li> <li>● Assess personal fitness level in each of the health related fitness components (muscular strength and endurance; cardiovascular endurance; flexibility; body composition).</li> <li>● Set goals and choose activities to improve and maintain fitness.</li> <li>● Explain the importance of warm up exercises.</li> <li>● demonstrating a competence of necessary basic skills .</li> <li>● Adapt and combine skills to meet ongoing challenges in various games and activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Floor hockey skills and modified games</li> <li>● Rhythmic activities (social dance, aerobic step, aerobic dance...)</li> <li>● Volleyball skills and modified games</li> <li>● Whiffleball skills and modified games</li> <li>● Physical fitness tests</li> <li>● Relay races</li> <li>● Self challenging activities</li> <li>● Softball skills and modified games</li> <li>● Cooperative activities</li> <li>● Badminton skills and modified games</li> <li>● Obstacle courses</li> <li>● Pickleball skills and modified games</li> <li>● Lacrosse skills and modified games</li> <li>● Skeleton Relay</li> </ul>	<p><b>Formative Assessment</b> Teach assessment. Students will demonstrate appropriate steps to accomplish each specific skill per activity.</p>
<p>Cognitive Objectives:</p>	<p>2.2.6.A.1 2.5.4.B.1 2.5.6.A.2 2.5.6.A.4</p>	<ul style="list-style-type: none"> <li>● Identify and implement rules and effective strategies for participation in individual and team sports and group games.</li> <li>● Detect, analyze and correct errors in personal performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Jump rope activities (short and long rope)</li> <li>● Low organizational games and cooperative activities</li> <li>● Soccer skills and modified games</li> <li>● Football skills and modified games</li> <li>● Basketball skills and modified games</li> </ul>	<p><b>Summative Assessment:</b> Post Unit Review</p> <p><b>Formative Assessment:</b></p>

	<p>2.5.6.B.2</p> <p>2.5.6.C.1</p>	<ul style="list-style-type: none"> <li>• Evaluate a partner during skill practice in order to improve performance.</li> <li>• Identify potential hazards and initiate safety measures.</li> </ul>	<ul style="list-style-type: none"> <li>• Gymnastic skills and stunts</li> <li>• Floor hockey skills and modified games</li> <li>• Rhythmic activities (social dance, aerobic step, aerobic dance...)</li> <li>• Volleyball skills and modified games</li> <li>• Whiffleball skills and modified games</li> <li>• Physical fitness tests</li> <li>• Relay races</li> <li>• Self challenging activities</li> <li>• Softball skills and modified games</li> <li>• Cooperative activities</li> <li>• Badminton skills and modified games</li> <li>• Obstacle courses</li> <li>• Pickleball skills and modified games</li> <li>• Lacrosse skills and modified games</li> <li>• Skeleton Relay</li> </ul>	<p>Students will demonstrate an understanding and knowledge of skills, rules, strategies and game concepts, to help them achieve.</p>
<p>Social Objectives:</p>	<p>2.2.6.B.1</p> <p>2.4.6.B.1</p> <p>2.5.6.C.1</p> <p>2.5.6.C.3</p> <p>2.6.6.A.1</p> <p>2.6.6.A.7</p>	<ul style="list-style-type: none"> <li>• Display trust in self and others.</li> <li>• Contribute effectively to group goal-setting.</li> <li>• Show respect for and appreciation of excellence in physical performance.</li> <li>• Demonstrate a knowledge of and respect for body changes which occur in adolescence which may result in sex-related differences in strength, performance, and flexibility.</li> <li>• Accept a variety of skill levels of both sexes as team members by demonstrating a willingness to</li> </ul>	<ul style="list-style-type: none"> <li>• Jump rope activities (short and long rope)</li> <li>• Low organizational games and cooperative activities</li> <li>• Soccer skills and modified games</li> <li>• Football skills and modified games</li> <li>• Basketball skills and modified games</li> <li>• Gymnastic skills and stunts</li> <li>• Floor hockey skills and modified games</li> <li>• Rhythmic activities (social dance, aerobic step, aerobic dance...)</li> <li>• Volleyball skills and modified games</li> <li>• Whiffleball skills and modified games</li> <li>• Physical fitness tests</li> <li>• Relay races</li> <li>• Self challenging activities</li> <li>• Softball skills and modified games</li> </ul>	<p><b>Summative Assessment:</b> -Post Unit Review</p> <p><b>Formative Assessment:</b> -Students will display a positive attitude and willingness to work with their peers to accomplish a common goal.</p>

		share equipment with all team members. <ul style="list-style-type: none"> <li>• Demonstrate leadership qualities when chosen to captain a team or referee a game.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperative activities</li> <li>• Badminton skills and modified games</li> <li>• Obstacle courses</li> <li>• Pickleball skills and modified games</li> <li>• Lacrosse skills and modified games</li> <li>• Skeleton Relay</li> </ul>	
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# Health

Unit	CPI	Expectation	Suggested Materials	Person Responsible
<b>1</b> <b>Mental and Emotional Health</b>	2.1.6.A.2 2.1.6.C.3 2.2.6.A.1 2.2.6.C.1 2.4.6.A.4	Student will be able to: <ul style="list-style-type: none"> <li>■ Explain how you can achieve high level wellness</li> <li>■ Design a health behavior contract.</li> <li>■ Discuss reasons you need to be a health literate person.</li> <li>■ Explain how to use the “Guidelines for Making Responsible Decisions”.</li> <li>■ Explain why you should follow the “Guidelines for Making Responsible Decisions”.</li> <li>■ Give reasons you need to have good character.</li> <li>■ Explain how you can resist peer pressure.</li> <li>■ Describe the four levels of communication.</li> <li>■ Use I-messages to express your feelings.</li> <li>■ Explain how to be an effective listener.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 1  Totally Awesome Health (TAH) Lesson 1-5  Macmillan/McGraw-Hill: Health & Wellness – Chapter 1 (resource)	Classroom Teacher  Guidance Counselor as a resource.

		<ul style="list-style-type: none"> <li>■ Discuss factors that influence your personality.</li> <li>■ Explain how you can break harmful habits.</li> <li>■ Explain the difference between stress and distress.</li> <li>■ Describe the physical and emotional signs of stress and the short and long term impacts of stress on the human body.</li> <li>■ Develop a plan to manage stress.</li> <li>■ Discuss forms of mental illness such as phobias, anxiety and panic disorders, and depression and ways to treat them.</li> <li>■ Discuss ways to bounce back from depression.</li> <li>■ Discuss ways that individuals, families and communities cope with change, crisis, rejection, loss and separation.</li> <li>■ Discuss how stereotyping might influence one's goals, choices and behaviors.</li> </ul>		
<b>2</b> <b>Family and Social Health</b>	2.1.6.E.3 2.2.6.C.1 2.4.6.A.1 2.4.6.A.2 2.4.6.A.3	Student will be able to: <ul style="list-style-type: none"> <li>■ Explain how you can be a loving family member.</li> <li>■ Discuss the interconnected and cooperative roles of family members.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 2  Totally Awesome Health (TAH) Lesson 6-10	Classroom Teacher



		<ul style="list-style-type: none"> <li>■ Discuss ways that individuals and families enhance and support social and emotional health and meet basic needs.</li> <li>■ Discuss ways to cope with difficult family relationships.</li> <li>■ Discuss ways families might change.</li> <li>■ Discuss different forms of dating and explain the role of dating in personal growth.</li> <li>■ Describe how peer relationships may change during adolescence.</li> <li>■ Explain how to use conflict resolution skills.</li> <li>■ Explain what happens when you ask a trusted adult to help you with mediation.</li> <li>■ Explain how you can make a new friend.</li> <li>■ Explain why you should choose friends who make responsible decisions.</li> <li>■ Explain why you should choose friends your parents or guardian like.</li> <li>■ Explain why you should choose friends other people respect.</li> <li>■ Discuss when and how you would end a friendship.</li> <li>■ Describe the characteristics of a healthy relationship and ways to support and sustain one.</li> <li>■ Explain the effects a healthful relationship and a harmful relationship can have on you.</li> </ul>	<p>Macmillan/McGraw-Hill: Health &amp; Wellness – Chapter 2 (resource)</p> <p>The following videos:  - Straight Talk About Sexual Choices by Marsh Media</p>	<p>*School Nurse /  Physical Education  Teacher</p>
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	<ul style="list-style-type: none"><li>■ Discuss steps you can take to do something about a harmful relationship.</li><li>■ Identify ways you can show respect for others.</li><li>■ Explain how you handle commitments in your relationships.</li><li>■ *Explain why responsible adults expect you to practice abstinence.</li><li>■ *Explain how drinking affects decisions about sex.</li><li>■ *Explain how movies and TV can affect decisions about sex.</li><li>■ *Discuss ten reasons to choose abstinence.</li><li>■ *Explain how you can set and stick to limits to practice abstinence</li><li>■ *Demonstrate resistance skills you can use if you are pressured to be sexually active.</li><li>■ *Identify reasons why teen marriage and parenthood is risky.</li><li>■ *Discuss the growth and development of infants, toddlers, and children in middle childhood.</li><li>■ *Identify ways you can learn more about the care of children.</li><li>■ Compare and contrast ways that individuals, families and communities cope with change, crisis, rejection, loss and separation.</li><li>■ Discuss characteristics of healthy relationships and friendships.</li></ul>		
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	<ul style="list-style-type: none"> <li>■ *Identify sexual feelings common to young adolescents and differentiate between having sexual feelings and acting on them.</li> <li>■ *Discuss how parents, peers, and the media influence attitudes about sexuality.</li> <li>■ *Describe behaviors that place one at risk for HIV/AIDS, STDs or unintended pregnancy.</li> <li>■ *Discuss the possible physical, social, and emotional impact of adolescent sexual activity.</li> <li>■ *Explain how a fertilized egg is formed and nourished.</li> <li>■ *Discuss fertilization, embryonic development, and fetal development.</li> <li>■ *Summarize the sequence of fertilization, embryonic growth and fetal development during pregnancy.</li> <li>■ *Describe the signs and symptoms of pregnancy.</li> <li>■ *Discuss why health and healthcare are important during pregnancy.</li> <li>■ *Discuss prenatal practices that support a healthy pregnancy.</li> <li>■ Discuss the potential challenges faced by adolescent parents and their families.</li> <li>■ List sources of information and help for parents.</li> <li>■ Describe ways parents bond with their newborn baby.</li> <li>■ List ways you can help provide responsible care for infants and children.</li> </ul>		<p>School Nurse / Physical Education Teacher</p>
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		<ul style="list-style-type: none"> <li>■ Discuss the role of dating for adolescents and dating behaviors: positive and negative.</li> <li>■ *Explain how character and core ethical values can be useful in addressing challenging situations.</li> <li>■ *Predict situations that my challenge an individual’s core ethical values.</li> <li>■ *Discuss/list reliable sources of information regarding issues of sexuality.</li> <li>■ *Discuss how and when support from a trusted adult and/or health professional is warranted.</li> </ul>		
<b>4 Nutrition</b>	2.1.6.B.1 2.1.6.B.2 2.1.6.B.3 2.1.6.B.4 2.1.6.C.2 2.2.6.E.1 2.2.6.E.2	Student will be able to: <ul style="list-style-type: none"> <li>■ Explain how to follow the seven Dietary Guidelines.</li> <li>■ Describe how to use the “My Plate.”</li> <li>■ Describe ways healthful eating habits keep you healthy.</li> <li>■ Explain why you need to eat breakfast.</li> <li>■ Explain how to read a food label.</li> <li>■ Compare food choices based on nutrient content and value, calories, and cost and create a healthy meal plan.</li> <li>■ Discuss why you need nutrients.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 4  Totally Awesome Health (TAH) Lesson 16-20  Macmillan/McGraw-Hill: Health & Wellness – Chapter 4 (resource)	Classroom teacher

		<ul style="list-style-type: none"> <li>■ Discuss the short and long term benefits and risks associated with nutritional choices.</li> <li>■ Discuss how to apply the Dietary Guidelines when selecting fast foods.</li> <li>■ List tips to follow to choose healthful snacks.</li> <li>■ Give ways to prevent food borne illnesses.</li> <li>■ Discuss ways to share food without spreading germs.</li> <li>■ Give reasons to maintain a healthful weight.</li> <li>■ Discuss ways to maintain a healthful weight.</li> <li>■ Explain steps to gain weight.</li> <li>■ Explain steps to lose weight.</li> <li>■ Explain how to have a healthful body composition.</li> <li>■ Describe the types of influences on your body image.</li> <li>■ Give ways you can recognize eating disorders.</li> <li>■ Discuss treatments for eating disorders.</li> </ul>		
<b>5 Personal Health &amp; Physical Activity</b>	2.1.6.A.1 2.2.6.B.1 2.2.6.B.4 2.2.6.B.3 2.6.6.A.2 2.6.6.A.3 2.6.6.A.4	Student will be able to: <ul style="list-style-type: none"> <li>■ Explain when you need to be examined by a physician.</li> <li>■ Discuss how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness.</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 5  Totally Awesome Health (TAH) Lesson 21-25	Classroom teacher Physical Education Teacher  School Nurse (resource)

	<ul style="list-style-type: none"> <li>■ Describe the procedures in a physical examination.</li> <li>■ Discuss methods used to diagnose and treat diseases and health conditions.</li> <li>■ Discuss the use of public health strategies to prevent diseases and health conditions.</li> <li>■ Explain causes and treatment for hearing loss.</li> <li>■ Discuss vision problems and their correction.</li> <li>■ Explain how cavities and periodontal disease develop.</li> <li>■ Demonstrate tooth brushing and flossing.</li> <li>■ List diet guidelines to follow to keep teeth and gums healthy.</li> <li>■ Explain why braces, rubber bands, and a retainer are worn.</li> <li>■ List actions to include in a dental health plan.</li> <li>■ Identify grooming products you can use.</li> <li>■ List factors that influence the purchase of healthcare products and use of personal hygiene practices.</li> <li>■ Discuss clothing tips to help you dress for success.</li> <li>■ Explain why you need rest and sleep.</li> <li>■ Discuss ways regular physical activity improves health.</li> <li>■ Explain what makes up health-related fitness and skill-related fitness.</li> </ul>	<p>Macmillan/McGraw-Hill: Health &amp; Wellness – Chapter 5 (resource)</p>	<p>Resource outside speakers (i.e. dentist)</p>
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		<ul style="list-style-type: none"><li>■ Discuss five kinds of exercises you can do to become fit.</li><li>■ List five things to consider when you choose physical activities for your physical fitness plan.</li><li>■ List six kinds of physical activities to include in your physical fitness plan.</li><li>■ Make a physical fitness plan using a health behavior contract.</li><li>■ Discuss what is included in tests to evaluate your level of physical fitness.</li><li>■ Explain how to prevent and treat common injuries that occur during physical activity.</li><li>■ Explain how you can be safe when you watch or play sports.</li><li>■ Discuss how technology impacts wellness.</li><li>■ Discuss how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness.</li><li>■ Predict how factors such as health status, interests, environmental conditions and available time may impact personal fitness.</li><li>■ Use health data to support achievement of one's short and long term health goals.</li><li>■ Use effective decision making strategies.</li><li>■ Discuss how conflicting interests may influence one's decision.</li></ul>		
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<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;"><b>Alcohol, Tobacco, and other drugs</b></p>	<p>2.1.6.A.2 2.2.6.A.1 2.2.6.A.2 2.2.6.B.1 2.2.6.B.2 2.2.6.B.3 2.2.6.B.4 2.2.6.C.1 2.3.6.A.1 2.3.6.B.6 2.3.6.B.7 2.3.6.C.3 2.3.6.C.4</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>■ List ways drugs enter the body.</li> <li>■ Describe guidelines for using over the counter and prescription drugs.</li> <li>■ Describe factors that impact the effectiveness of a medicine.</li> <li>■ Explain why drug misuse and abuse are dangerous.</li> <li>■ Discuss ways drug abuse affects society.</li> <li>■ Explain how you can recognize drug abuse.</li> <li>■ Describe how to get help for drug abuse.</li> <li>■ Give ways you can remain drug free.</li> <li>■ Discuss protective factors that help you stay away from drugs.</li> <li>■ State resistance skills you can use if you are pressured to misuse or abuse drugs.</li> <li>■ Describe physical and psychological dependence on tobacco.</li> <li>■ Discuss why smoking, secondhand smoke, and smokeless tobacco are harmful.</li> <li>■ Describe ways to reduce the health impact of tobacco smoke on non-smokers.</li> <li>■ Explain why tobacco ads are misleading.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 6</p> <p>Totally Awesome Health (TAH) Lesson 26-30</p> <p>Macmillan/McGraw-Hill: Health &amp; Wellness – Chapter 7 (resource)</p>	<p>Classroom teacher DARE instructor (if available)</p>
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	<ul style="list-style-type: none"><li>■ State resistance skills you can use to say NO when you are pressured to use tobacco.</li><li>■ Describe factors that affect blood alcohol concentration.</li><li>■ Discuss how relationships and decisions are affected by drinking alcohol.</li><li>■ List ways the mind and body are affected by drinking alcohol and how the abuse of alcohol contributes to the incidence of illness and injuries.</li><li>■ Explain ways family members can respond to a family member with alcoholism or drug abuse.</li><li>■ State resistance skills you can use when you are pressured to drink alcohol.</li><li>■ Discuss the impact that the use of alcohol has on the incidence of illness, injury, disease and risky behavior.</li><li>■ Discuss reasons the illegal use of the following drugs are dangerous: stimulants, depressants, narcotics, hallucinogens, marijuana, anabolic steroids, and inhalants.</li><li>■ Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</li><li>■ Discuss the legal and financial consequences of the use, sale, and possession of illegal substances.</li><li>■ List resistance skills you can use to resist pressure to be involved in illegal drug use.</li></ul>		
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		<ul style="list-style-type: none"> <li>■ Discuss factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents (i.e. media, peer pressures, low self-esteem, genetics and poor role models.)</li> <li>■ Identify ways to quit using alcohol, tobacco and other drugs.</li> <li>■ Compare and contrast short and long term effects and the potential for abuse of commonly used over-the-counter and prescription medicines, herbal and medicine supplements.</li> <li>■ Discuss strategies to stop using alcohol, tobacco and other drugs.</li> <li>■ List signs and symptoms of drug abuse for: stimulants, alcohol, inhalants, depressants, narcotics, marijuana, and anabolic steroids.</li> </ul>		
<b>7</b> <b>Communicable and Chronic Health</b>	2.1.6.A.2 2.1.6.B.2 2.1.6.C.2 2.2.6.B.1 2.2.6.B.2 2.4.6.B.3 2.4.6.B.4	The Student will be able to: <ul style="list-style-type: none"> <li>■ Discuss ways pathogens enter the body.</li> <li>■ Explain how body defenses protect against pathogens.</li> <li>■ Discuss the cause, symptoms, and prevention for the common cold, influenza, mononucleosis, hepatitis, strep throat, and Lyme disease.</li> <li>■ Identify ways to reduce the risk of communicable diseases.</li> <li>■ Explain why you should keep a family health history.</li> <li>■ Outline signs and symptoms of diagnosis and treatment for health</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 7  Totally Awesome Health (TAH) Lesson 31-35  Macmillan/McGraw-Hill: Health & Wellness – Chapter 8 (resource)	Classroom Teacher School Nurse (resource)   School Nurse / Physical Education Teacher

	<p>problems that result from the following STDs: chlamydial infection, gonorrhea, syphilis, genital herpes, genital warts, candidiasis, trichomoniasis, and pubic lice.</p> <ul style="list-style-type: none"> <li>■ Explain why abstinence is the best way to prevent STDS.</li> <li>■ Discuss ways to stick with abstinence and reduce the risk of STDS.</li> <li>■ Describe how HIV destroys the immune system.</li> <li>■ Discuss risk behaviors and risk situations for HIV infection.</li> <li>■ Explain why a person can spread HIV before testing positive for HIV.</li> <li>■ Discuss treatment for HIV infection and AIDS.</li> <li>■ State ways to reduce your risk of HIV infection.</li> <li>■ Discuss behaviors that reduce your risk of cardiovascular diseases.</li> <li>■ List the warning signs for cancer.</li> <li>■ Discuss behaviors that reduce your risk of cancer.</li> <li>■ Explain how to protect a person who is having a seizure.</li> <li>■ Discuss ways to manage chronic health conditions.</li> <li>■ Describe what happens when a person has allergies.</li> <li>■ State ways a person can manage asthma and reduce the risk of having an asthma attack.</li> </ul>		<p>Classroom Teacher (School Nurse as resource)</p>
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		<ul style="list-style-type: none"> <li>■ Give the symptoms and treatment of diabetes, Type I and Type II. Discuss ways to prevent Type II diabetes.</li> </ul>		
<p><b>8</b> <b>Consumer &amp; Community Health</b></p>	<p>2.1.6.A.1 2.1.6.A.3 2.2.6.D.1 2.2.6.E.1 2.3.6.A.2</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>■ List ten reliable sources of health information.</li> <li>■ Discuss how you can be safe when using the computer.</li> <li>■ Describe ways you can use a computer to learn about health.</li> <li>■ Evaluate sources of health information.</li> <li>■ Determine the validity and reliability of different types of health resources.</li> <li>■ Discuss ways you can judge ads in the media.</li> <li>■ Explain why managing your time is important.</li> <li>■ List priorities you should include in your time management plan.</li> <li>■ Describe how you can practice money management.</li> <li>■ Discuss ways you can save money.</li> <li>■ Explain ways to recognize shopping and entertainment addiction.</li> <li>■ Describe how you can choose healthful entertainment.</li> <li>■ Explain how you can become a smart shopper.</li> <li>■ Describe how you can spot quackery.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 8</p> <p>Totally Awesome Health (TAH) Lesson 36-40</p> <p>Macmillan/McGraw-Hill: Health &amp; Wellness – Chapter 9 (resource)</p>	<p>Classroom teacher</p>

		<ul style="list-style-type: none"> <li>■ Explain how government agencies protect consumers.</li> <li>■ Discuss how and where you can get health care and how the costs of health care are paid.</li> <li>■ Explain ways the community meets special needs of its citizens.</li> <li>■ Describe ways you can volunteer.</li> <li>■ Describe reasons to choose a health career.</li> <li>■ Discuss health careers you might choose.</li> </ul>		
<p><b>9</b> <b>Environmental</b> <b>Health</b></p>	<p>2.1.6.C.2 2.2.6.B.1 2.2.6.B.3 2.2.6.D.1 2.2.6.E.2</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>■ Describe how air pollution changes environmental quality.</li> <li>■ List ways to keep the air clean.</li> <li>■ Describe how water pollution harms health.</li> <li>■ List ways to keep the water safe.</li> <li>■ Describe ways noise pollution can affect health.</li> <li>■ List ways to keep noise at a safe level.</li> <li>■ Explain how to compost.</li> <li>■ Explain how to precycle.</li> <li>■ Explain how to recycle.</li> <li>■ Explain ways to conserve water.</li> <li>■ Explain ways to conserve energy.</li> <li>■ Explain ways to conserve land.</li> <li>■ Explain why you should be concerned about your environment.</li> <li>■ Discuss ways to protect the natural environment.</li> </ul>	<p>Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 9</p> <p>Totally Awesome Health (TAH) Lesson 41-45</p> <p>Macmillan/McGraw-Hill: Health &amp; Wellness – Chapter 10 (resource)</p>	<p>Classroom teacher</p>

		<ul style="list-style-type: none"> <li>■ Identify places you can go to enjoy the outdoors.</li> <li>■ Explain ways a pleasant visual environment can improve your health.</li> <li>■ Describe ways to keep your living space pleasant.</li> <li>■ List tips for sharing living space.</li> <li>■ Explain how your emotional environment affects your health.</li> <li>■ Explain how your social environment affects your health.</li> <li>■ Explain how your physical environment affects your health and ideas on how to correct it.</li> <li>■ Discuss ways that you can help your community maintain a healthy environment.</li> </ul>		
<b>10</b> <b>Injury</b> <b>Prevention &amp;</b> <b>Safety</b>	2.1.6.D.1 2.1.6.D.2 2.1.6.E.1 2.1.6.E.2	The student will be able to: <ul style="list-style-type: none"> <li>■ Give ways to recognize violence.</li> <li>■ Explain responsible ways you can manage your anger.</li> <li>■ Discuss why people might harm themselves and others.</li> <li>■ List warning signs that a person might be thinking about suicide.</li> <li>■ Explain how to recognize abusive relationships.</li> <li>■ Explain what to do if abuse is suspected or occurs.</li> <li>■ Discuss the physical, social and emotional impacts of all forms of abuse</li> </ul>	Totally Awesome Strategies for Teaching Health (TASSTH) Lesson 10  Totally Awesome Health (TAH) Lesson 47-50  Macmillan/McGraw-Hill: Health & Wellness – Chapter 6 (resource)	Classroom Teacher          Physical Education Teacher (resource)

	<p>and what to do if any form of abuse is suspected or occurs.</p> <ul style="list-style-type: none"> <li>■ Discuss why you should respect authority and obey laws.</li> <li>■ State ways you can be helped if you are harmed by violence.</li> <li>■ Describe appropriate strategies to deal with conflict, violence, harassment, vandalism and bullying.</li> <li>■ Describe home, school, and community efforts to prevent conflict, vandalism, bullying harassment and violence.</li> <li>■ Give ways you can stay away from gangs.</li> <li>■ State ways you can keep yourself from being harmed.</li> <li>■ Describe protective factors you can practice to stay away from fights, to be safe around weapons, and to be street smart.</li> <li>■ Explain the difference between a risk that is worth taking and one that is not.</li> <li>■ Describe how to prevent falls, fires, electric shock, poisoning, and suffocation.</li> <li>■ Give ways you can be safe in the school and community.</li> <li>■ List ways you can be safe during exercise and sports.</li> <li>■ Give ways you can stay safe in hot and cold weather.</li> <li>■ State ways to stay safe during electrical storms.</li> </ul>		<p>Classroom Teacher</p> <p>School Nurse (resource)</p> <p>Classroom Teacher</p>
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		<ul style="list-style-type: none"> <li>■ List ways to stay safe during natural disasters.</li> <li>■ Discuss five ways to be ready to give first aid.</li> <li>■ Describe how to check a victim.</li> <li>■ Explain and demonstrate how to open the airway, give rescue breathing, and give CPR and the Heimlich maneuver.</li> <li>■ Describe how to control bleeding.</li> <li>■ Outline how to treat other illnesses and injuries such as sprains and bleeding.</li> <li>■ Discuss the short and long term impacts of injuries on individuals and families.</li> <li>■ Explain the difference between intentional and unintentional injuries and their causes in adolescents.</li> <li>■ Describe ways to prevent both intentional and unintentional injuries in adolescents.</li> <li>■ Develop strategies to reduce the incidence of injuries.</li> </ul>		
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**Assessment:** Evaluation in Physical Education & Health is a process of determining whether the goals of an individual, a group, or a program are being reached.

- **Health Assessments-** Assessment will be used to evaluate progress, to improve thinking skills and knowledge, and to motivate students to live a healthy lifestyle.
- **Physical Education Assessments-** Assessment will be used to evaluate progress, to improve skills and knowledge, and to motivate students to be physically active.

**Technology:**

**21st Century & Career:**

- Ipad
- Projector
- Music Cart
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.
- 9.1.4.A.3 Explain how income affects spending and take-home pay.
- 9.1.4.B.5 Identify ways to earn and save.

### **Cross Curricular Connections:**

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- HS-PS2-1. Analyze data to support the claim that Newton’s second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration
- HS-PS2-2. Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system
- HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity
- 6.NS.B. Compute fluently with multi-digit numbers and find common factors and multiples.
- 6.EE.A. Apply and extend previous understandings of arithmetic to algebraic expressions.

### **Accommodations & Modifications**

**Accommodations & Modifications to address special populations such as:** Special Education, Students at risk of failure, students with 504’s, Gifted and Talented and English Language Learners can be found at the bottom of this document, or by clicking [here](#).

**Additional Modifications and Accommodations specific to this grade level are:** N/A

## Special Education and English Language Learners Modification & Accommodation List

This Physical Education Curriculum is designed to engage all students and may be adjusted based on student ability and performance. Accommodations are made for English language learners and also for special education students as specified in their IEP. Suggested modifications for special needs students for Physical Education Curriculum instruction include, but are not limited to the following:

### **Modifications & Adaptations for Special Populations:**

The information provided below contains recommended curricular modifications and adaptations. It is recognized that teachers will use their professional judgment to make sure every child's needs are met.

<b><u>Special Education:</u></b>	<b><u>Students at Risk of Failure</u></b>	<b><u>Students with 504</u></b>
<ul style="list-style-type: none"> <li>● Computer Based Activities</li> <li>● Teacher Support</li> <li>● Teacher Read Aloud Text <i>(If Necessary)</i></li> <li>● Small Group Instruction</li> <li>● Additional Time</li> <li>● Seating Arrangements</li> <li>● Adapting to IEP</li> <li>● Modified Assessments</li> <li>● Full / Partial Support on all tests</li> <li>● Alternate Test Format</li> <li>● Study Guides</li> <li>● Copies of Classroom / Lecture Notes</li> <li>● Partner to Assist in Classroom Activities</li> <li>● Student Buddies</li> <li>● Alternative Leveled Reading Material</li> <li>● Sound &amp; Spelling Cards</li> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher Support</li> <li>● Teacher Read Aloud Text <i>(If Necessary)</i></li> <li>● Small Group Instruction</li> <li>● Additional Time</li> <li>● Seating Arrangements</li> <li>● Study Guides</li> <li>● Copies of Classroom / Lecture Notes</li> <li>● Partner to Assist in Classroom Activities</li> <li>● Student Buddies</li> <li>● Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Small Group Instruction</li> <li>● Additional Time</li> <li>● Seating Arrangements</li> <li>● Study Guides</li> <li>● Copies of Classroom / Lecture Notes</li> <li>● Partner to Assist in Classroom Activities</li> <li>● Assistance with organization of materials/notebook</li> <li>● Use of a consistent daily routine</li> <li>● Break down tasks into manageable units</li> </ul>

<p><b><u>Gifted &amp; Talented:</u></b></p> <ul style="list-style-type: none"> <li>● Independent Special Interest Study</li> <li>● Interest and learning centers</li> <li>● Computer Based Activities</li> <li>● Peer-Conferencing</li> <li>● Small Group Instruction</li> <li>● Learning Contracts</li> <li>● Tiered Activities and Lessons</li> <li>● Graphic Organizers</li> <li>● Problem Based Learning activities</li> <li>● Socratic Seminars</li> <li>● Independent Study</li> <li>● Activities to apply Kohlberg’s Theory Of Moral Reasoning</li> <li>● Partner Problem Solving</li> <li>● Compacting opportunities</li> </ul>	<p><b><u>ELL:</u></b></p> <ul style="list-style-type: none"> <li>● Vocabulary Instruction &amp; Demonstration (<i>Visual Representation</i>)</li> <li>● Computer Based Activities</li> <li>● Teacher Support</li> <li>● Teacher Read Aloud All Text (<i>If Necessary</i>)</li> <li>● Picture Dictionaries</li> <li>● Small Group Instruction</li> <li>● Additional Time</li> <li>● Seating Arrangements</li> <li>● Books on Tape</li> <li>● Student Buddies</li> <li>● Graphic Organizers</li> <li>● Use of native language to English dictionary</li> <li>● Administration of test by ELL teacher or in a small group setting as appropriate</li> </ul>	<p>For additional Modifications/Accommodations for special populations please visit:</p> <p style="text-align: center;"><a href="#"><u>Full list of Accommodations/Modifications for Special Populations</u></a></p>
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## **INTEGRATED ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH IEPs, 504s, ELLs, and GIFTED AND TALENTED STUDENTS**

This Physical Education Curriculum is designed to engage all students and may be adjusted based on student ability and performance. Accommodations are made for English language learners and also for special education students as specified in their IEP. Suggested modifications for special needs students for Physical Education Curriculum instruction include, but are not limited to the following:

### **Instructional:**

- Stand by student when giving directions
- Give instructions step by step
- Give visual cues
- Make sure student looks at teacher when speaking to him or her

- Repeat/Clarify/Reword directions
- Have students repeat or rephrase questions or directions so teacher knows they understand
- Increased response time
- Provide time for extra practice of difficult skills
- Preferential seating

**Equipment / Play area:**

- Use larger, slower, or softer balls to make skill less threatening.
- Increase or decrease the playing area depending on the need.
- Adjust game rules to accommodate lesser skilled students.
- Distances and heights of targets can be adjusted.
- Increase time allowance to perform skills.
- Modify equipment for easier use (shorter racquets; shorter hockey sticks; shorten ribbon sticks; shorten cup catcher string...).

**Assignments/homework/study skills:**

- Require only important material be written
- Provide extra time to finish assignments (may want to set a time line for longer projects)
- Limit written homework
- Adjust assignments to provide necessary practice
- A “guide” by the side (student buddy as a helper)
- Have students repeat directions
- Break complex directions into small steps and list them (or have student list them) so the students can follow them as they work.  
Sequence complex directions from easy to difficult
- Preferential seating
- Partner or small group instruction

**Testing:**

- Test knowledge content not spelling or ability to read
- Advanced notice of testing
- If student has difficulty with writing-allow the student to take test orally
- Limit multiple choice tests to 3
- Limit matching to 5
- Extend time limits
- Break the test into parts and administer a few questions at a time
- Give the student the option of answering specific designated questions. (Example-Answer only questions or problems that are coded with an asterisk or circle, or only those with odd or even numbers. Give bonus points for additional questions answered)
- Break complex directions into small steps and list them (or have student list them) so the students can follow them as they work.  
Sequence complex directions from easy to difficult
- Allow slower readers to read similar articles or do similar items that test the same principles
- Allow students to do projects rather than tests
- Preferential seating

## **ASSESSMENT**

Evaluation in Physical Education is a process of determining whether the goals of an individual, a group, or a program are being reached. It is an ongoing process of measuring the effectiveness of a teaching strategy, the level of skill development of an individual child or class, and the efficiency of a unit. Assessment will be used to evaluate progress, to improve skills and knowledge, and to motivate students to be physically active. Many tools may be used to evaluate students in the physical education program. Possible assessment techniques include, but are not limited to:

- standardized fitness tests;
- rating scale / checklists;
- reciprocal teaching;
- personal logs;

- self evaluation;
- teacher observation;
- cooperative learning;
- peer evaluation;
- task cards;
- problem solving;
- worksheet;
- rubrics;
- authentic assessments;
- portfolios;
  - small group work; and
  - skill and knowledge tests.

Currently we use one grading system for K-6 in the Physical Education program. Students receive a grade in “Participates, Cooperates and Follows Directions” and a grade in “Demonstrates concepts and skills”. The grading system is as follows: “+” (Outstanding); “^” (satisfactory); and “-” (needs improvement). On the next page, a grading rubric for each category is shown to demonstrate the criteria necessary to attain each grade.

**Physical Education Grading Rubrics**  
**DEMONSTRATES SKILLS AND CONCEPTS**

+ <b>Outstanding</b>	^ <b>Satisfactory</b>	- <b>Needs Improvement</b>
The child can execute the skill correctly almost all of the time.	The child performs the skill correctly a majority of the time.	The child is inconsistent with skill performance.
The child demonstrates an understanding of game rules and/or strategies and applies them appropriately during activities.	The child frequently demonstrates an understanding of game rules and/or strategies, but sometimes needs prompts to apply them during the	The child has a hard time grasping or remembering the game rules and/or strategies and needs frequent prompts to apply them during the activity

	activity.	
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**PARTICIPATES, COOPERATES, AND FOLLOWS DIRECTIONS**

+ Outstanding	^ Satisfactory	- Needs Improvement
-Consistently displays cooperative and responsible behavior without prompts.	- Usually displays cooperative and responsible behavior with a few reminders.	- Requires frequent reminders to be cooperative and responsible. When reminded, student usually will cooperate.
- Uses equipment appropriately without reminders.	- Uses equipment appropriately with occasional reminders.	- Needs frequent reminders to use equipment appropriately. Does not always remember from one class to the next.
- Quietly focuses on teacher when directions are being given.	Focuses on teacher when directions are being given with minimal reminders.	- Needs frequent reminders to focus on teacher when directions are being given. Usually complies when redirected. At times does not complete tasks during the assigned time.
- Concentrates & completes tasks regardless of teacher proximity. Rarely needs reminders to stay on task.	- Concentrates on tasks with few reminders. Usually completes tasks in a timely manner.	Needs frequent reminders to focus on teacher when directions are being given. Usually complies when redirected. At times does not complete tasks during the assigned time.
- Displays a positive attitude and good sportsmanship during all activities.	Usually displays positive attitude and good sportsmanship. Sometimes in competitive situations may need sportsmanship reminders.	Can display a negative attitude if activity is not a favorite. Displays poor sportsmanship in a game when losing or not doing well.
- Participates to their best ability in every activity.	- Participates in every activity with a few reminders to do their best.	Participates in most activities but may need frequent prompts to try their best.

**HEALTH CURRICULUM ASSESSMENT**



Evaluation in Health Education is the process of determining whether the goals of an individual, a group, or a program are being reached. It is an ongoing process of measuring the effectiveness of a teaching strategy, the level of learning of an individual child or class, and the efficiency of a unit. Assessment will be used to evaluate progress, to improve thinking skills and knowledge, and to motivate students to live a healthy lifestyle.

Benchmark assessments that may be made by all teachers who present health curriculum content may include, but are not limited to:

- self evaluation
- teacher observation
- cooperative learning
- peer evaluation
- problem solving
- small group work
- practice/worksheets, textbooks, workbooks
- portfolio assessment
- health plans/health contracts
- life skills checklist/ health behavior inventory
- lesson and unit tests

## GLOSSARY

***Health Related Fitness*** - refers to the 5 major components of fitness related to improved health:

1. ***Cardio-respiratory endurance*** is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. ***Muscular Strength*** is the maximum amount of force a muscle or muscle group can exert.

3. **Muscular Endurance** is the length of time a muscle or muscle group can exert force prior to fatigue.
4. **Flexibility** refers to the range of motion in the joints.
5. **Body Composition** shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.

**Lead Up Games** - A lead-up game isolates one or more of the skills, rules, and/or strategies used to play the actual sport it mimics. Lead-up games help you learn these components in a fun way. As more and more schools and recreation programs focus on lifelong recreational sports, lead-up games play an important role in preparing people to participate in the actual sport.

**Movement Skills** – Group of skills which include locomotor, non-locomotor and manipulative types of movements.

1. **Locomotor Skills** - A locomotor skill is a specific type of movement from one place to another (walk; run; gallop; skip...).
2. **Manipulative Skills** - Controlling a variety of objects with different body parts (e.g. throwing, catching, kicking, striking, dribbling, volleying).
3. **Nonlocomotor Skills** - Moving in a self space without appreciable movement from place to place (e.g. twisting, bending, stretching, curling).

### **Objectives**

1. **Affective Objective** – Affective objectives refer to emotions, attitudes, appreciations, and relationships.
2. **Cognitive Objective** - Cognitive objectives are designed to increase an individual's knowledge. Starting with basic factual knowledge, cognitive categories progress through comprehension, application, analysis, synthesis, and evaluation.
3. **Physical Fitness Objective** – Physical fitness is used in the context of two meanings: *General* fitness (a state of health and well-being) and *specific* fitness (the ability to perform specific sports or occupational skills). Fitness can be further subdivided into five categories: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
4. **Psychomotor Objective** – This domain is characterized by progressive levels of behaviors from observation to mastery of a physical skill. Traditionally, these types of objectives are concerned with the physically encoding of information, with movement and/or with activities where the gross and fine muscles are used for expressing or interpreting information or concepts.
5. **Social Objective** - A social objective is a specific desired outcome that is related to the interaction of the individuals, groups, and institutions within a society.

**Rhythm** - A strong, regular, and repeated pattern of movement or sound.

**Rubric** - A guide or chart listing specific criteria for grading or scoring.

**Skill Related Fitness** - refers to the components of physical fitness that contribute to the ability to successfully participate in sports:

1. **Agility** - The ability to rapidly and accurately change the direction of the whole body while moving in space.
2. **Balance** - The ability to maintain equilibrium while stationary or moving.
3. **Coordination** - The ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. **Power** - The amount of force a muscle can exert over time.
5. **Reaction time** - The ability to respond quickly to stimuli.
6. **Speed** - The amount of time it takes the body to perform specific tasks while moving.

**Additional Training Principles:**

- **Overload principle** Is a training method designed of greater intensity (weight, time) than the participant is accustomed to.
- **Progressive principle** Is a training method that uses an optimal level of overload for an optimal amount of time. A gradual increase in overload over time will lead to increased wellness benefits.
- **Specificity principle** Is a training method used to produce a desired adaptation or training outcome for a specific body part or component of the body.
- **Health** Is the overall condition of one being free from disease, illness, and injury.
- **Health Data** is data that may be comprised of height/weight, BMI, diet, nutrition, health conditions, and physical activity that may be used to help improve a student's mental, physical and social wellness.
- **Rhythm** is a strong, regular, and repeated pattern of movement or sound.
- **Wellness** is a positive state of well being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit.