Greenwich-Stow Creek Partnership Schools

Comprehensive Health and Physical Education Curriculum

Stow Creek BOE Approved: 8/18/2022

Greenwich BOE Approved: 8/17/202

PROGRAM DESCRIPTION

The Health/Physical Education instructional program shall be provided for each student as directed by New Jersey School Law (18:A), allowing for a minimum of 150 minutes of Health/ Physical Education per week for each student. The instructional H/PE program shall follow the New Jersey Department of Education, Core Curriculum Content Standards, adopted April 2004. New Jersey has a long-standing commitment to school health, safety, and physical education. N.J.S.A.18A:35 requires all pupils in grades 1-12 to participate in two and one-half hours per week of instruction in health, safety, and physical education. The Comprehensive Health and Physical Education Core Curriculum Content Standards focus on the health needs of students and attempt to reconcile the ever-increasing number of state mandates with evidence from public health research.

At Greenwich-Stow Creek Partnership Schools We Believe…

• *Every child has the right to an education.*
• *Every child should respect his/herself and others.*
• *Every child can attain lifelong physical, social, academic and emotional skills.*
• *Every child has the right to learn in a safe environment.*
• *Results can be achieved with a partnership of parents, teachers, and a supportive community.*
• *Students must be prepared for life in an increasingly technological future.*
• *Children should be guided to their fullest potential to become productive citizens.*

It is the mission of the Greenwich-Stow Creek Partnership Schools to ensure that all children have the right to learn in a safe environment, where they will work to their fullest potential to become productive citizens in a technological world. In doing so, they will attain life-long physical, social, academic and emotional skills through the partnership of parents, staff and a supportive community.

Students with Special Needs

The Greenwich & Stow Creek Township Board of Education recognizes that children possess varied learning abilities, rates, and capacities. Users of this document should understand that the following program modifications are acceptable to make the computer curriculum compatible with the broad continuum of students' learning styles and abilities. Modifications may include, but are not limited to…

- Elimination of inappropriate content or topics
- Modification of any assessment or activity
- Providing oral assessment
- Providing alternate skills, materials, or activities
- Enlisting the use of readers, note-takers, or other peer learning strategies.

In the case of classified children or those eligible for educational accommodations consistent with Section 504 of the Americans with Disabilities Act, the goals and activities contained in the child's IEP or 504 Plan should be used to determine responsibility for the attainment of subject matter content.

New Jersey Core Curriculum Content Standards for

Comprehensive Health and Physical Education

Introduction

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLS-CHPE mission and vision reflects this perspective:

Mission

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

Vision

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

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills;
- Builds and maintains healthy relationships;
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

Spirit and Intent

The (NJSLS-CHPE) highlights the expectation that all students participate in a high-quality, K–12 sequential, health and physical education program that emphasizes 21st Century skills and interdisciplinary connections to empower students to live a healthy active lifestyle. The standards provide a blueprint for curriculum development, instruction, and assessment, and reflect the latest research for effective health and physical education programs. The primary focus of the standards consists of the development of concepts and skills that promote and influence healthy behaviors.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;

- foster greater coherence and appropriate progressions across grade bands;

- establish meaningful connections among the major areas of study within comprehensive health and physical education;

- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and

- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.
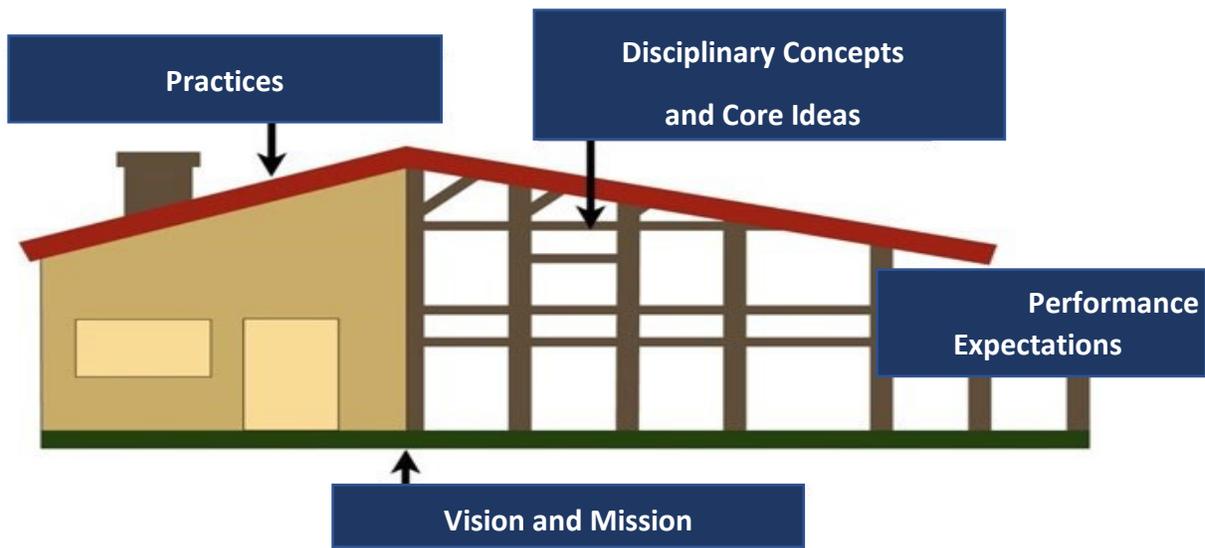
In this diagram:

• The *Vision and Mission* serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.

• The *Performance Expectations* are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important for students to know to be prepared for post-secondary success.

• The *Disciplinary Concepts* and *Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).

• The *Practices* are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral to K–12 students' learning of the disciplines.

The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflects 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.

Link to 2020 New Jersey Student Learning Standards

K-2 Health		
Essential Questions for K-2 ● Are drugs good or bad? ● What is the difference between a drug and a medicine? ● Who is a person you can trust or talk to about drugs? ● Why are drugs harmful? ● What are some things you can learn from a family? ● How do family members help one another? ● How can you be a responsible family member? ● Who are trusted adults that you can talk to about family problems? ● What makes a healthy community?	**Course Objectives** Students will… ● There is safe ways to use medicines and unsafe ways to use medicines. ● Medicines help a person(s) who is sick. Medicines used when a person is not sick is a drug and dangerous. ● There are people and places in a community who can help those who want to stop using drugs. ● Drugs result in diseases and family problems.	**Units of Study** ● Wellness ● Drug Safety ● Emotional Health ● Safety ● Community and Personal Health ● Growth and Development

●What is a friend? ●Are there different ways people communicate? ●Why is it important to consider guidelines when you choose your friends? ●How can we care for our community? ●How can we stay healthy? ●What are diseases? ●What makes a food healthy? ●What is an emergency? ●How can you learn to like yourself and others?	● Respect, love, friendships, caring for others, communication, etc. ● Families work together by having jobs and chores. They listen to each other and care for the needs of each other. ● Teachers, friends of your family, any adult who is not a stranger ● Expressing ideas and feelings with family and friends, being a supportive family member, making friends wisely, and choosing abstinence from risky behavior. ● A friend is someone who cares for you and can be trusted. ● People can communicate in various ways: personal, impersonal, expressions, body language, etc. ● Choosing friends who make good decisions will make it easier for you to make good decisions. ● We can care for our community by keeping it clean, working together, and avoiding bad choices. ● Someone who is healthy eats according to the food pyramid. ● There are many different types of diseases and viruses. ● There are many steps to take when taking an emergency: 9-1-1, caring, etc. ● Demonstrating the importance of yourself and others.	
K-2 Physical Education		

Essential Questions for K-2	Course Objectives Students will…	Units of Study

● What is the difference between
   an even rhythm and an uneven rhythm?
 	
● How can you create a movement sequence?
● How does rhythm proficiency help
   with jumping rope?
 	
● How can jumping rope increase
   fitness?
 	
● Why is practice and effort important in   improving locomotor skills?
● How can locomotor movements be used to improve and/or maintain lifelong fitness?
● How can being competent in locomotor skills translate into a physically active lifestyle?
● How can locomotor skill development have an effect on physical activity?
● Why is practice and effort important in improving locomotor skills?
● How can locomotor movements be used to improve and/or maintain lifelong fitness?
● How can being competent in locomotor skills translate into a physically active lifestyle?
● How can locomotor skill development have an effect on physical activity?
● Explain how your environment affects physical activity in a group setting?
	● Coordinated sequential movements affect the outcome of individual performance
	● Movement knowledge enhances skill development and performance in a variety of activities.
	● Successful coordinated movement can lead to enjoyment in a variety of activities
	● Knowing body responses to physical activity and engaging in a variety of activities promotes health related fitness.
	● Visual and body awareness promotes safety.
	● Good sportsmanship promotes the enjoyment of an activity, benefits self and others and fosters positive relationships.
	● .Spatial and body awareness will be emphasized in order to maintain a physically and emotionally safe environment
	● Opportunities to demonstrate responsible personal and social behaviors to classmates.
	● Promote mature movement and skill development.
	● Follow rules and directions to play games/activity safely.
	● Spatial and body awareness will be
		● Movement Education/ Rhythm
		● Manipulative Skills
		● Movement/ Locomotor/Nonlocomotor Skills
		● Lifetime/ Cooperative Activities

- What are the many environmental factors that can make an activity safe or unsafe? - Why are the rules for a cooperative game important? - How can appropriate or poor sportsmanship affect personal motivation? - How does sportsmanship carry over into everyday life?	- emphasized in order to maintain a physically and emotionally safe environment - Opportunities to demonstrate responsible personal and social behaviors to classmates. - Promote mature movement and skill development. - Follow rules and directions to play games/activity safely. - Object manipulation and spatial awareness are critical factors of safety. - Rules define the boundary of the selected cooperative activity/game and contribute to the enjoyment and participation of the activity/game. - Sportsmanship deters conflict and enhances enjoyment of the selected cooperative activity/game. - Activity specific body movements and/or object manipulation enhance level of performance.	

By the end of Grade 2	
2.1 Personal and Mental Health	**Personal Growth and Development**
	2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
	2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

	2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
	2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
	2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
	Pregnancy and Parenting
	2.1.2.PP.1: Define reproduction.
	2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
	Emotional Health
	2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
	2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
	2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
	2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
	2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
	Social and Sexual Health
	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
	2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
	2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
	2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

	2.1.2.SSH.5: Identify basic social needs of all people.
	2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
	2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
	2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
	Community Health Services and Support
	2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
	2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
	2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants
	2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
	2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
2.2 Physical Wellness	**Movement Skills and Concepts**
	2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
	2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
	2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
	2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
	2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
	2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

	2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
	2.2.2.MSC.8: Explain the difference between offense and defense.
	Physical Fitness
	2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
	2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
	2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
	2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
	Lifelong Fitness
	2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
	2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
	2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
	2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
	Nutrition
	2.2.2.N.1: Explore different types of foods and food groups.
	2.2.2.N.2: Explain why some foods are healthier to eat than others.
	2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
2.3 Safety	**Personal Safety**
	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

Health Conditions, Diseases, and Medicine

2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate

  health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Alcohol, Tobacco, and other Drugs

2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.

2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

Dependency, Substances Disorder, and Treatment

 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol,

	tobacco, and other drugs. 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

WIDA- English Language Development Standards

ELDS 1- English Language learners communicate for **Social** and **Instructional** purposes within the school setting.

Design Thinking

Engineering Design
8.2.2.ED.1 Communicate the function of a product or device.
8.2.2.ED.2 Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3 Select and use appropriate tools and materials to build a product using the design process.
8.2.2.ED.4 Identify constraints and their role in the engineering design process.

Interaction of Technology and Humans
8.2.2.ITH.1 Identify products that are designed to meet human wants or needs.
8.2.2.ITH.2 Explain the purpose of a product and its value.
8.2.2.ITH.3 Identify how technology impacts or improves life.
8.2.2.ITH.4 Identify how various tools reduce work and improve daily tasks.
8.2.2.ITH.5 Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Nature of Technology
8.2.2.NT.1 Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.
8.2.2.NT.2 Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Effects of Technology on the Natural World
8.2.2.ETW.1 Classify products as resulting from nature or produced as a result of technology.
8.2.2.ETW.2 Identify the natural resources needed to create a product.
8.2.2.ETW.3 Describe or model the system used for recycling technology.
8.2.2.ETW.4 Explain how the disposal of or reusing a product affects the local and global environment.

Ethics and Culture
8.2.2.EC.1 Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and Key Skills

9.1 Financial Literacy	*9.2 Career Awareness, Exploration, Preparation, and Training*	*9.4 Life Literacies and Key Skills*

Interdisciplinary Connections

ELA	*Math*	*Science*	*Social Studies*

Anchor Standards	Mathematical Practices	Science and Engineering Practices	6.1.2.CivicsPD.1
NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **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.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**MP1** Make sense of problems and persevere in solving them. **MP3** Construct viable arguments and critique the reasoning of others. **MP5** Use appropriate tools strategically. **MP6** Attend to precision.	**SEP1** Ask and/or identify questions that can be answered by an investigation. **SEP2** Distinguish between a model and the actual object, process, and/or events the model represents. **SEP3** With guidance, plan and conduct an investigation in collaboration with peers. **SEP4** Record information (observations, thoughts, and ideas). **SEP8** Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Unit 1 Wellness

Unit Objective	*Overview*
Students will be able to… ● understand someone who is healthy eats according to the food pyramid.	Big Ideas Book "Why Do We Eat?"

● recognize healthy eating habits ● understand how healthy foods benefit your body ● recognize that healthy eating is directly related to healthy life. ● recognize that good food selection is related to reduced disease risks. ● discuss recommended numbers of servings. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self-assessment 2.2.2.N.1: Explore different types of foods and food groups. 2.2.2.N.2: Explain why some foods are healthier to eat than others. 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.	-Healthful Food Choices -Healthful Food I like - "My Pyramid" worksheet-"Place on the Pyramid" and "How Many Servings" worksheets -"Find the Food Group" -"Eat Smart with My Pyramid for Kids" - Food Pyramid Chart Reading and discussing the book "Gregary the Terrible Eater" .

Unit 2 Drug Safety

Unit Objective	***Overview***
Students will be able to… ● learn that there are safe ways to use medicines and unsafe ways to use medicines. ● understand medicines help a person(s) who is sick. Medicines used when a person is not sick is a drug and dangerous. ● recognize there are people and places in a community who can help those who want to stop using drugs. ● identify drugs result in diseases and family problems. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers.	-Book: "Alexander and Terrible, Horrible, No Good Very Bad Day" -Wrsht: "We All Have Problems" -Frog faces -Feelings worksheet -Look-a-like drug case -Wksht: "Ask before

● Peer / Self assessment 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help. 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety. 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions). 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	you eat" -Wksht: "I will ask..." -Wksht: "Find Safety Rules for Medicine" - "Take Only Your Own Medicine" - " What's a Drug" and " Matching Medicines" - " Smile and Upset Faces" - Sample Trusted / Not Trusted Adults pictures - If time "Trusted Adults"
Unit 3 Emotional Health	
Unit Objective	*Overview*

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Students will be able to… ● identify a friend is someone who cares for you and can be trusted. ● understand people can communicate in various ways: personal, impersonal, expressions, body language, etc. ● understand that choosing friends who make good decisions will make it easier for you to make good decisions. ● recognize we can care for our community by keeping it clean, working together, and avoiding bad choices. ● express ideas and feelings with family and friends, being a supportive family member, making friends wisely, and choosing abstinence from risky behavior. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others. 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities. 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs). 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.	--Wksht: "Dogs, Dogs, Dogs" - Compare / Collage - "Special Me" How do we show good character? - "Showing Good Character" - "Picture Good Character" -"My Wise Decisions"

Unit 4 Safety	
Unit Objective	***Overview***

	Common Emergencies / Who Can Help? (ex: fire fighters, police, ambulance)
Students will be able to…	

Students will be able to…

- identify there are many steps to take when taking an emergency: 9-1-1, caring, etc.
- demonstrate the importance of yourself and others.
- display the necessary safety precautions to avoid others peoples germs
- identify risky behavior related to spreading germs
- recognize the signs of illness and the need to seek help.
- understand how to wash your hands the correct way.
- recognize there are many different types of diseases and viruses.

Learning Plan: Ask essential questions, warm up activity, main activity, review essential questions.

Assessments:

- Teacher observation
- Check for understanding through questions and answers.
- Peer / Self assessment

2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.

2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.

2.1.2.CHSS.2: Determine where to access home, school and community health professionals.

2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.

2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants

2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.

2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical

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Side column:

Common Emergencies / Who Can Help? (ex: fire fighters, police, ambulance)

"Is it an Emergency?" "Emergency Call "A sample emergency call

9-1-1 Poster

What are germs?
- Germs picture
- Glitter demonstration How do we keep germs away?
- Cover your mouth with sleeve
- "Good for Sharing and Not Good for Sharing" Hand washing
- demonstrate hand washing
- "How to Wash" - color and cut out on blank piece of paper

Unit 5 Community and Personal Health	

Unit Objective	**Overview**
Students will be able to… ● express ideas and feelings with family and friends, being a supportive family member, making friends wisely, and choosing abstinence from risky behavior. ● identify a friend is someone who cares for you and can be trusted. ● communicate in various ways: personal, impersonal, expressions, body language, etc. ● choose friends who make good decisions will make it easier for you to make good decisions. ● care for our community by keeping it clean, working together, and avoiding bad choices. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation	How do we show good character: "Showing Good Character" "Picture Good Character" "My Wise Decisions" . What do we recycle? - sample recycling items "Save Resources at Home" and "Waste Not" "Saved or Wasted" and "Help Your Town Recycle"

- Check for understanding through questions and answers.
- Peer / Self assessment

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.

2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

2.1.2.SSH.5: Identify basic social needs of all people.

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and

school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

Unit 6 Growth and Development

Unit Objective	*Overview*

Students will be able to…
 	
● recognize friendships, caring for others, communication, etc.
● care for and respect their bodies.
● understand how their bodies grow and develop.
● understand how families work together
● recognize strangers and how to avoid them.
● demonstrate respect towards others.
 	
Learning Plan: Ask essential questions, warm up activity, main activity, review essential questions.
 	
Assessments:
 	
● Teacher observation
● Check for understanding through questions and answers.
	"How to keep my body healthy"
	
	"Showing respect to others and my body"
	
	"Emotions, dealing with different feelings within family and friends"
	
	"Safety in and out of schools"
	
	- recognizing strangers
	
	-emergencies
	
	"People who can be trusted"
	
	-teachers, parents, etc.
	
	"Cavity-Fighting Shield"
	     - complete together
	"How to Brush"
	     - color

● Peer / Self assessment 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy. 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth). 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness. 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness. 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals. 2.1.2.PP.1: Define reproduction. 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).	- cut out - practice brushing	

Unit 7 Movement Education/ Rhythm

Unit Objective	*Overview*

Students will be able to…	-Rhythm sticks
	"Off to See The Wizard"
● explore self-expression through rhythm and organized patterns of movement.	"Small World"
● participate in rhythm will allow creative and expressive movement forms.	"We Will Rock You"
● encouraged to use movement forms, levels, and pathways.	-Dance
● perform rhythmic movements, group and individual movements and repetitive patterns.	"Chicken Dance"
	"Cha Cha Slide"
Learning Plan: Ask essential questions, warm up activity, main activity, review essential questions.	"Hokey Pokey"
	"Cupid Shuffle"
	"YMCA
	-Movements within activities
Assessments:	"Chicken Tag"
	"Dinosaurs, Chickens, Crabs"
● Teacher observation	
● Check for understanding through questions and answers.	
● Peer / Self assessment	

Students will be able to…

- explore self-expression through rhythm and organized patterns of movement.
- participate in rhythm will allow creative and expressive movement forms.
- encouraged to use movement forms, levels, and pathways.
- perform rhythmic movements, group and individual movements and repetitive patterns.

Learning Plan: Ask essential questions, warm up activity, main activity, review essential questions.

Assessments:

- Teacher observation
- Check for understanding through questions and answers.
- Peer / Self assessment

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

Unit 8 Manipulative Skills

Unit Objective	*Overview*

Students will be able to…
 	
● manipulate objects using overhand and underhand throws.
● demonstrate dribbling with hands and feet
● manipulate one and two-handed catches.
● demonstrate control while combining hand and foot manipulative skills with locomotor movements.
 	
Learning Plan: Ask essential questions, warm up activity, main activity, review essential questions.
 	
Assessments:
 	
● Teacher observation
● Check for understanding through questions and answers.
● Peer / Self assessment
 	
2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).
 	
2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
 	
2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
 	
2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
 	
2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
 	
.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
 	
2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
 	
2.2.2.MSC.8: Explain the difference between offense and defense.
	-Kicking Skills
	
	    "Keeper of the Castle"
	
	    "Soccer shooting, passing, dribbling"
	
	    "Can't Touch This"
	
	    "Bean Bag Tag"
	
	-Throwing Skills
	
	    "Pin Attack"
	
	    "Hula Hoop, Step/Catch"
	
	    "Net Catcher"
	
	    Ping Pong Cup Catch"
	
	"Underhand/Overhand Toss" to Hula hoop"
	
	"Hula Hoop Tag"
	
	"Pool Noodles"

Unit 9 Movement/ Locomotor/Non locomotor Skills

Unit Objective	Overview
Students will be able to… ● perform locomotor skills of walking, running, jumping, hoping, skipping, and sliding. ● demonstrate balance with locomotor skills in a dynamic environment. ● perform locomotor skills using a mature pattern and in rhythm. ● demonstrate movements at various speeds. . **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment ● 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running). 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling). 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.	-4 Corners - Frogs, Alligators, and Lily Pads -"Frozen" -"Turtle Tag" -"Bean Bag Tag" "Zombie Tag" "Yoshi #1" Scooters

Unit 10 Lifetime/ Cooperative Activities

Unit Objective	Overview

Students will be able to…	-Parachute

● perform skills to learn how to work together with classmates.
   ● learn how to perform different leadership roles.
   ● develop strategies for problem solving
   ● recognize the importance of helping each other.
   ● learn various lifelong activities to improve overall health and movement.
   ● demonstrate physical fitness activities to develop strength and endurance to improve cardiovascular health.
	-"The Grinch" (Cooperation Activity)
	
	-"Cup Stacking"
	
	-"Aliens" (Cooperation Activity)
	
	-"Balloons"
	
	-"The Big Run"
	
	-"Zoo Keeper"

Learning Plan: Ask essential questions, warm up activity, main activity, review essential questions.	

Assessments:
 	
   ● Teacher observation
   ● Check for understanding through questions and answers.
   ● Peer / Self assessment	

2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. 2.2.2.MSC.8: Explain the difference between offense and defense. 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals. 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.	

Integrated Modifications and Accommodations				
504 Plans	*Special Education*	*At-Risk*	*Gifted and Talented*	*Multilingual Learners*

Specific modifications and accommodations for students with 504 plans will also be provided according to the students' 504 plans.	*Specific modifications and accommodations for special education students will also be provided according to the students' IEP.*	*The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.*	• Provide units, activities, or problems that extend beyond the general curriculum • Provide content with greater depth and higher levels of complexity • Pose open-ended questions that require higher-level thinking • Allow students to set their own learning goals, then provide them with the opportunity to work towards those goals. • Investigate real problems and situations • Create assessments that allow for differences in understanding, creativity, and accomplishments • Take time to explain the nature of errors • Encourage students to get involved in school clubs and extracurricular activities that support and extend their learning and experiences • Introduce more advanced art	• Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words • Label materials and supplies in multiple languages • Provide visual cues, graphic representations, gestures, and pictures • Provide simplified directions both verbally and visually • Encourage bilingual supports among students • Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures
• Allow additional time for assignment completion • Preferential seating • Teach content in smaller segments/steps • Provide audio/visual aids • More frequent progress monitoring • Read aloud and re-state directions and questions • Provide more opportunities for practice • Provide photocopied instructions • Work or take a test in a different setting, such as a quiet space with few distractions	• Allow additional time for assignment completion • Preferential seating • Teach content in smaller segments/steps • Provide audio/visual aids • Allow for movement • Use multiple modalities while teaching • Design lessons and assignments to be broken down into small steps • Encourage exploration and play when introducing new materials • Provide opportunities to verbally explain art processes and decision making • Incorporate adaptive materials and supplies (e.g.	• Encourage students to get involved with extracurricular activities • Create a classroom environment • Structure learning around explaining or solving a social or community-based issue • Provided opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tools such as SKYPE, experts from the community helping with a project, journal articles, and biographies)		

	spring loaded scissors and paint daubers)		materials and supplies	

Instructional Materials	
Core Instructional Materials	*Supplemental Materials*
● Health and Fitness & Health and Wellness	● **Worksheets** ● **Gym Equipment** ● **Professional Development**

Assessment

Assessments are multifaceted tools utilized throughout the school year. Based on when they are administered and the teacher's intended use of information, assessments can serve several purposes: baseline data at the beginning of the year, progress monitoring throughout the year, or cumulative data at the end of the year.

OVERVIEW

Student achievement is measured and dependent upon the use of high-quality assessments. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:
- measuring students' growth
- informing instruction at various points in the school year (formative)
- assessing effectiveness of instruction using a pre to post test
- reporting systematically in a formal manner that analyzes changes in achievement data

Formative	Summative
Informal and ongoing, these assessments inform instruction by evaluating student learning during instruction. Examples include, but are not limited to:	*Formal and cumulative, these assessments evaluate student learning at the end of a particular unit of study. Examples include, but are not limited to:*
Exit Slips Checklists Unit Pretests Class Discussions	Rubrics Reflections (Written and Verbal) Constructed Responses

3-5 Health

Essential Questions for 3--5	**Course Objectives**	**Units of Study**
- Why is it important to follow instructions and safety guidelines for using prescription and over-the-counter drugs? - What skills do you need to resist pressure to use illegal drugs? - How do drugs (alcohol, tobacco, and other drugs) affect a person? - Why is it important to know the difference names of illegal drugs and their forms? - Where can a person go who has a drug use problem? - What makes a strong family? - What are the stages of development?	Students will… - Manufacturers may print the specific details on the back of the packages so that they can use the front of the packages for eye-catching designs and marketing material to help sell the product. - Understanding resistance skills such as: saying "no," reasons for saying "no," demonstrating behavior that matches your words, and asking an adult. - Drugs can affect a person's physical, mental, and social health. - Having an understanding of drugs can help you recognize and avoid the dangers of illegal drugs. - There are people and places in a community who can help those who want to stop using drugs.	- Wellness - Drug Safety - Emotional Health - Safety - Community and Personal Health - Growth and Development

● What changes occur during adolescence? ● What are some ways to maintain a healthy body during puberty? ● What makes a healthy community? ● What is a relationship? ● What is a conflict? ● Are there different ways people communicate? ● Why is it important to consider guidelines when you choose your friends? ● What are the consequences (especially unforeseen) of our choices in terms of wellness? ● What causes optimal growth and development? ● To what extent can we keep ourselves disease free? What makes a food healthy? ● How do you determine appropriate portion sizes? ● What is the difference between healthy and unhealthy risks? ● Why do we sometimes take risks that can cause harm to ourselves or others? ● How can you learn to like yourself and others?	impacted by the parenting styles they experience. ● Humans grow and develop in predictable ways across the lifespan. ● There are physical, mental/emotional, and social changes that occur during adolescence. ● Eating healthy, getting plenty of sleep, and keeping yourself clean are very important factors to remember during puberty. ● Families are basic units in society ● Children are significantly ● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. ● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. ● There are many short and long term health benefits and risks associated with nutritional choices. ● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. ● Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. ● Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.	

3-5 Physical Education

Essential Questions for 3-5	Course Objectives	Units of Study
● What is the difference between an even rhythm and uneven rhythm? ● How can you create a movement sequence? ● How does rhythm proficiency help with jumping rope?	Students will… ● Coordinated sequential movements affect the outcome of individual performance ● Movement knowledge enhances skill development and performance in a variety of activities.	● Movement Education/ Rhythm ● Manipulative Skills ● Movement/ Locomotor/Non locomotor Skills ● Lifetime/ Cooperative Activities

●How can jumping rope increase fitness? ●Why is practice and effort important in improving locomotor skills? ●How can locomotor movements be used to improve and/or maintain lifelong fitness? ●How can being competent in locomotor skills translate into a physically active lifestyle? ●How can locomotor skill development have an effect on physical activity? ●Why is practice and effort important in improving locomotor skills? ●How can locomotor movements be used to improve and/or maintain lifelong fitness? ●How can being competent in locomotor skills translate into a physically active lifestyle? ●How can locomotor skill development have an effect on physical activity? ●Explain how your environment affects physical activity in a group setting? ●What are the many environmental factors that can make an activity safe or unsafe? ●Why are the rules for a cooperative game important? ●How can appropriate or poor sportsmanship affect personal motivation? ●How does sportsmanship carry over into everyday life?	● Successful coordinated movement can lead to enjoyment in a variety of activities ● Knowing body responses to physical activity and engaging in a variety of activities promotes health related fitness. ● Visual and body awareness promotes safety. ● Good sportsmanship promotes the enjoyment of an activity, benefits self and others and fosters positive relationships. . ● Spatial and body awareness will be emphasized in order to maintain a physically and emotionally safe environment ● Opportunities to demonstrate responsible personal and social behaviors to classmates. ● Promote mature movement and skill development. ● Follows rules and directions to play game/activity safely. ● Practice in a variety of physical activities can lead to skill proficiency and competence. ● Moving your body safely and efficiently will help you to perform better in different sports and games. ● A healthy lifestyle requires daily physical activity and proper nutrition. ● Participation in physical activities can provide an opportunity for developing an understanding of and respect for differences among people.	

	- Cooperation, communication, and responsible behavior can lead to an enjoyable and rewarding experience in physical activities. - Physical activity can provide opportunities for personal enjoyment, challenge, self-expression, and social interaction - Object manipulation and spatial awareness are critical factors of safety. - Rules define the boundary of the selected cooperative activity/game and contribute to the enjoyment and participation of the activity/game. - Sportsmanship deters conflict and enhances enjoyment of the selected cooperative activity/game. - Activity specific body movements and/or object manipulation enhance level of performance.	

By the end of Grade 5

2.1 Personal and Mental Health	**Personal Growth and Development**
	2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
	2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
	2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
	2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic

and sexual feelings, masturbation, mood swings, timing of pubertal onset).

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

Pregnancy and Parenting

2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

Emotional Health

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

Social and Sexual Health

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends

	and with family members.
	2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
	Community Health Services and Support
	2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
	2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
	2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
2.2 Physical Wellness	**Movement Skills and Concepts**
	2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
	2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
	2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
	2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
	2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
	2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
	Physical Fitness

| | 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology). |
|---|---|
| | **Lifelong Fitness** |
| | 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness. |
| | **Nutrition** |
| | 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. |

2.3 Safety	**Personal Safety**
	2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
	2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
	2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
	2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
	2.3.2.PS.5: Define bodily autonomy and personal boundaries.
	2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
	2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
	2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
	Health Conditions, Diseases, and Medicine
	2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
	2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
	2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
	Alcohol, Tobacco, and other Drugs
	2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing

	medications properly.
	2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
	2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
	Dependency, Substances Disorder, and Treatment
	2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
	2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

WIDA- English Language Development Standards

ELDS 1- English Language learners communicate for **Social** and **Instructional** purposes within the school setting.

Design Thinking

Engineering Design
8.2.2.ED.1 Communicate the function of a product or device.
8.2.2.ED.2 Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3 Select and use appropriate tools and materials to build a product using the design process.
8.2.2.ED.4 Identify constraints and their role in the engineering design process.

Interaction of Technology and Humans
8.2.2.ITH.1 Identify products that are designed to meet human wants or needs.
8.2.2.ITH.2 Explain the purpose of a product and its value.
8.2.2.ITH.3 Identify how technology impacts or improves life.
8.2.2.ITH.4 Identify how various tools reduce work and improve daily tasks.
8.2.2.ITH.5 Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Nature of Technology
8.2.2.NT.1 Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.
8.2.2.NT.2 Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Effects of Technology on the Natural World
8.2.2.ETW.1 Classify products as resulting from nature or produced as a result of technology.
8.2.2.ETW.2 Identify the natural resources needed to create a product.
8.2.2.ETW.3 Describe or model the system used for recycling technology.
8.2.2.ETW.4 Explain how the disposal of or reusing a product affects the local and global environment.

Ethics and Culture
8.2.2.EC.1 Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and Key Skills		
9.1 Financial Literacy	*9.2 Career Awareness, Exploration, Preparation, and Training*	*9.4 Life Literacies and Key Skills*

Interdisciplinary Connections			
ELA	*Math*	*Science*	*Social Studies*
Anchor Standards **NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. **NJSLSA.W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **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.L6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	**Mathematical Practices** **MP1** Make sense of problems and persevere in solving them. **MP3** Construct viable arguments and critique the reasoning of others. **MP5** Use appropriate tools strategically. **MP6** Attend to precision.	**Science and Engineering Practices** **SEP1** Ask and/or identify questions that can be answered by an investigation. **SEP2** Distinguish between a model and the actual object, process, and/or events the model represents. **SEP3** With guidance, plan and conduct an investigation in collaboration with peers. **SEP4** Record information (observations, thoughts, and ideas). **SEP8** Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.	**6.1.2.CivicsPD.1** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

Unit 1 Wellness	

Unit Objective	*Overview*
Students will be able to… ● understanding an individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. ● recognize current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. ● identify there are many short- and long-term health benefits and risks associated with nutritional choices. ● understanding current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. ● recognize how consistently being aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. ● develop self-esteem, resiliency, tolerance and coping skills support social and emotional health. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost. 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture. 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.	"Growth and Development" "Gifts and Talents" "You are Special" "Careers" "Self-esteem"

Unit 2 Drug Safety	
Unit Objective	***Overview***
Students will be able to… ● recognize how manufacturers use eye-catching designs and marketing material to help sell the product. ● understand resistance skills such as: saying "no," reasons for saying "no," demonstrating behavior that matches your words, and asking an adult. ● understand how drugs can affect a person's physical, mental, and social health. ● recognize and avoid the dangers of illegal drugs. ● identify people and places in a community who can help those who want to stop using drugs. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help. 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety. 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment. 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).	"The Quitter" -Understanding the risks of tobacco products/vaping "Illegal drugs" "Making wise decisions" "Prescription Drugs" "Over the Counter Drugs"

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).	

Unit 3 Emotional Health	
Unit Objective	***Overview***
Students will be able to… ● identify sources and symptoms of stress and the effect of stress on one's health. ● examine constructive and age-appropriate strategies for managing stress. ● describe appropriate responses to emotions. ● identify components of personal well-being and explain why they are important. ● investigate one component of personal wellness, other than physical, and develop a plan for positive self-change. ● apply a decision-making model to personal issues and problems. ● explain the importance of assuming responsibility for personal health behaviors. ● identify current healthcare issues and health services available in the school and community. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors. 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness,	-How to deal with stress and stress relieving techniques -How to make wise decisions -Dealing with various emotions -Caring for others and yourself

anxiety).

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Unit 4 Safety

Unit Objective	Overview
Students will be able to… • identify safe practices for potentially dangerous household products • describe how conditions of the environment affect personal health • Identify ways to prevent sports related injuries: warming-up and cooling-down; using proper sports equipment; drinking plenty of fluids; using sunscreen • practice first aid procedures used for injuries involving blood: never touch someone else's blood; get adult help • how to respond in an emergency. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** • Teacher observation • Check for understanding through questions and answers. • Peer / Self assessment 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light,	**Units** "First Aid Safety" -Basic injuries -Dealing with conscious and unconscious victims -Environmental Safety: storms, water, earthquakes, etc. -Wearing safety equipment Weather Safety -Caring for others and yourself

stop sign, poison symbol).

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

Unit 5 Community and Personal Health	
Unit Objective	*Overview*
Students will be able to… • express ideas and feelings with family and friends, being a supportive family member, making friends wisely, and choosing abstinence from risky behavior. • define a relationship is the connection a person has with other people. • recognize a conflict is a disagreement between two or more people. • understand people can communicate in various ways: personal, impersonal, expressions, body language, etc. • understand that choosing friends who make good decisions will make it easier for you to make good decisions. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** • Teacher observation • Check for understanding through questions and answers. • Peer / Self assessment	**Units** "Respect" -others (parents, friends, teachers, adults, etc.) -yourself and your body "Empathy" -making good decisions -demonstrating integrity "Similarities and Differences between others"

2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress. 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.	
Unit 6 Growth and Development	
Unit Objective	*Overview*

	Units
Students will be able to… ● understand the basic family units in society. ● recognize children are significantly impacted by the parenting styles they experience. ● understand humans grow and develop in predictable ways across the lifespan. ● identify physical, mental/emotional, and social changes that occur during adolescence. ● identifying healthy eating, getting plenty of sleep, and keeping yourself clean are very important factors to remember during puberty. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).	"Understanding Adolescent" "Changes in Puberty" "Dealing with emotional changes" "Reproductive Systems (Other systems" "Stages of Pregnancy"

Unit 7 Movement Education/ Rhythm	
Unit Objective	***Overview***

Students will be able to… ● demonstrate a rhythmic activity that engages students in moderate to vigorous physical activity. ● perform a rhythmic routine of smooth flowing sequential movement patterns. ● explain and engage in a game or activity from a variety of different cultures and historical periods. ● adapt movement skills in relation to body parts. ● respond to visual and verbal cues in activity. ● demonstrate rhythms, tempos, directions, pathways, speeds, and levels during movement. ● perform weight transfer, balance, coordination, and agility while performing various movements. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).	Activities to music Warm up activities Dances: "Cha Cha Slide" "The Git Up" "Macarena" "Sid Shuffle" "Chicken Dance" Locomotor Movement Activities Basketball and Racket Activities -Dribbling rhythms
Unit 8 Manipulative Skills	

Unit Objective	Overview
Students will be able to… ● manipulate objects using overhand and underhand throws. ● demonstrate dribbling with hands and feet ● perform one- and two-handed catches. ● demonstrate control while combining hand and foot manipulative skills with locomotor movements. ● participate in activities utilizing the throwing, catching, and foot coordination skills learned, **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment. 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance)	Throwing and catching with various equipment Soccer frenzy - dribbling, passing, shooting -Tennis Baseball -throwing, catching striking Underhand toss: bowling, bean bag tag -Yoshi #2 -"Nukem" -"Racket sports ball control" "Power Ball"

Unit 9 Movement/ Locomotor/Non locomotor Skills	
Unit Objective	***Overview***
Students will be able to… ● perform locomotor skills of walking, running, jumping, hoping, skipping, and sliding in a game setting. ● demonstrate balance with locomotor skills in a dynamic environment. ● perform locomotor skills using a mature pattern and in rhythm. ● demonstrate a variety of basic non-locomotor movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling. ● demonstrate movements at various speeds. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).	"Yoshi #1 and #2" "Rock, Paper, Scissors locomotor Activity" "Pirates of the Caribbean" "Walk the Plank" "Can't Touch This" "Pacer Test" "Scooter Activities" "Gaga Ball"

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

Unit 10 Lifetime/ Cooperative Activities	
Unit Objective	***Overview***
Students will be able to… ● perform skills to learn how to work together with classmates. ● learn how to perform different leadership roles. ● develop strategies for problem solving ● recognize the importance of helping each other. ● learn various lifelong activities to improve overall health and movement. ● demonstrate physical fitness activities to develop strength and endurance to improve cardiovascular health. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation	"Team building Activities" "Cross Fit" "The Big Run" "Crossing the River" "Secret Passage" "Cup Stacking" "Frog Jump"

	"Olympic Games"
● Check for understanding through questions and answers. ● Peer / Self-assessment	"Team Volleyball Juggling"
2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.	
2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.	
2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.	
2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).	
2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.	
2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.	
2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.	
2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).	
2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.	
2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).	

Integrated Modifications and Accommodations				
504 Plans	*Special Education*	*At-Risk*	*Gifted and Talented*	*Multilingual Learners*

Specific modifications and accommodations for students with 504 plans will also be provided according to the students' 504 plans. ● Allow additional time for assignment completion ● Preferential seating ● Teach content in smaller segments/steps ● Provide audio/visual aids ● More frequent progress monitoring ● Read aloud and re-state directions and questions ● Provide more opportunities for practice ● Provide photocopied instructions ● Work or take a test in a different setting, such as a quiet space with few distractions	*Specific modifications and accommodations for special education students will also be provided according to the students' IEP.* ● Allow additional time for assignment completion ● Preferential seating ● Teach content in smaller segments/steps ● Provide audio/visual aids ● Allow for movement ● Use multiple modalities while teaching ● Design lessons and assignments to be broken down into small steps ● Encourage exploration and play when introducing new materials ● Provide opportunities to verbally explain art processes and decision making ● Incorporate adaptive	*The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.* ● Encourage students to get involved with extracurricular activities ● Create a classroom environment ● Structure learning around explaining or solving a social or community-based issue ● Provided opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tools such as SKYPE, experts from the community helping with a project, journal articles, and biographies)	● Provide units, activities, or problems that extend beyond the general curriculum ● Provide content with greater depth and higher levels of complexity ● Pose open-ended questions that require higher-level thinking ● Allow students to set their own learning goals, then provide them with the opportunity to work towards those goals. ● Investigate real problems and situations ● Create assessments that allow for differences in understanding, creativity, and accomplishments ● Take time to explain the nature of errors ● Encourage students to get involved in school clubs and extracurricular activities that support and extend their learning and experiences ● Introduce more advanced art	● Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words ● Label materials and supplies in multiple languages ● Provide visual cues, graphic representations, gestures, and pictures ● Provide simplified directions both verbally and visually ● Encourage bilingual supports among students ● Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures

	materials and supplies (e.g. spring loaded scissors and paint daubers)		materials and supplies	

Instructional Materials

Core Instructional Materials	Supplemental Materials
Macmillan/McGraw Hill Health & Wellness	Kidshealth.org Gym Equipment

Assessment
Assessments are multifaceted tools utilized throughout the school year. Based on when they are administered and the teacher's intended use of information, assessments can serve several purposes: baseline data at the beginning of the year, progress monitoring throughout the year, or cumulative data at the end of the year.

OVERVIEW
Student achievement is measured and dependent upon the use of high quality assessments. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:
- measuring students' growth
- informing instruction at various points in the school year (formative)
- assessing effectiveness of instruction using a pre to post test
- reporting systematically in a formal manner that analyzes changes in achievement data

Formative	Summative
Informal and ongoing, these assessments inform instruction by evaluating student learning during instruction. Examples include, but are not limited to:	*Formal and cumulative, these assessments evaluate student learning at the end of a particular unit of study. Examples include, but are not limited to:*
Exit Slips Checklists Unit Pretests Class Discussions	Rubrics Reflections (Written and Verbal) Critiques (Written and Verbal) Constructed Responses

6-8 Health		
Essential Questions for 6-8 ● Why is it important to follow instructions and safety guidelines for using prescription and over-the counter drugs? ● What skills do you need to resist pressure to use illegal drugs? ● How do drugs (alcohol, tobacco, and other drugs) affect a person? ● Why is it important to know the different names of illegal drugs and their forms? ● Where can a person go who has a drug use problem? ● What makes a strong family? ● What are the stages of development?	**Course Objectives** Students will… ● Manufacturers may print the specific details on the back of the packages so that they can use the front of the packages for eye-catching designs and marketing material to help sell the product. ● Understanding resistance skills such as: saying "no," reasons for saying "no," demonstrating behavior that matches your words, and asking an adult. ● Drugs can affect a person's physical, mental, and social health. ● Having an understanding of drugs can help you recognize and avoid the dangers of illegal drugs.	**Units of Study** ● Wellness ● Drug Safety ● Emotional Health ● Safety ● Community and Personal Health ● Growth and Development

● What changes occur during adolescence? ● What are the stages of pregnancy? ● What makes a healthy community? ● What is a relationship? ● What is a conflict? ● Are there different ways people communicate? ● Why is it important to consider guidelines when you choose your friends? ● What are the consequences (especially unforeseen) of our choices in terms of wellness? ● What causes optimal growth and development? ● To what extent can we keep ourselves disease free? What makes a food healthy? ● How do you determine appropriate portion sizes? ● What is the difference between healthy and unhealthy risks? ● Why do we sometimes take risks that can cause harm to ourselves or others? ● How can you learn to like yourself and others?	● There are people and places in a community who can help those who want to stop using drugs. ● Families are basic units in society ● Children are significantly impacted by the parenting styles they experience. ● Humans grow and develop in predictable ways across their lifespan. ● There are physical, mental/emotional, and social changes that occur during adolescence. ● There are three trimesters during pregnancy, which last over a period of approximately nine months. ● Expressing ideas and feelings with family and friends, being a supportive family member, making friends wisely, and choosing abstinence from risky behavior. ● A relationship is the connection a person has with other people. ● A conflict is a disagreement between two or more people. ● People can communicate in various ways: personal, impersonal, expressions, body language, etc. ● Choosing friends who make good decisions will make it easier for you to make good decisions. ● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. ● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. ● There are many short and long term health benefits and risks associated with nutritional choices. ● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. ● Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. ● Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.	

Essential Questions for 6-8	Course Objectives	Units of Study
- Explain how your environment affects physical activity in a group setting? - What is the difference between an even rhythm and an uneven rhythm? - How can you create a movement sequence? - How does rhythm proficiency help with jumping rope? - How can jumping rope increase fitness? - What are the many environmental factors that can make an activity safe or unsafe? - Why are the rules for a cooperative game important? - How can appropriate or poor sportsmanship affect personal motivation? - How does sportsmanship carry over into everyday life? - Why must students develop fitness to maintain health throughout their life? - What movement skills and health concepts are necessary to promote an active lifestyle? - How are the principles of fitness and health applied to daily living? - Why are mechanically correct movements important to maintain throughout their life? - What skills and principles are necessary to promote an active lifestyle? - How are necessary concepts and skills applied to enhance a healthy lifestyle?	Students will… - Coordinated sequential movements affect the outcome of individual performance - Movement knowledge enhances skill development and performance in a variety of activities. - Successful coordinated movement can lead to enjoyment in a variety of activities - Knowing body responses to physical activity and engaging in a variety of activities promotes health related fitness. - Visual and body awareness promotes safety. - Good sportsmanship promotes the enjoyment of an activity, benefits self and others and fosters positive relationships. - Object manipulation and spatial awareness are critical factors of safety. - Rules define the boundary of the selected cooperative activity/game and contribute to the enjoyment and participation of the activity/game. - Sportsmanship deters conflict and enhances enjoyment of the selected cooperative activity/game. - Activity specific body movements and/or object manipulation enhance level of performance. - Staying healthy is a life-long process that includes fitness as	- Movement/Rhythm - Cooperative Activities - Individual Activities - Team Activities

	part of all the dimensions of wellness.
	● Knowing and applying fitness principles throughout life enhances health.
	● Understanding the fundamental concepts to effective execution of actions provides the foundation for participation in lifetime activities.
	● Development of total health concepts and skills to promote a healthy lifestyle.
	● Utilization of safe, efficient movement skills to promote an active lifestyle.
	● Application of a variety of fitness concepts necessary to maintain health.

	By the end of Grade 8
2.1 Personal and Mental Health	**Personal Growth and Development**
	2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
	2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
	2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
	2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
	Pregnancy and Parenting
	2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
	2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
	2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
	2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.

	2.1.8.PP.5: Identify resources to assist with parenting.
	Emotional Health
	2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
	Social and Sexual Health
	2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances). 2.1.8.SSH.9: Define vaginal, oral, and anal sex. 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

	Community Health Services and Support
	2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
	2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
	2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
	2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
	2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
	2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
	2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
	2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
2.2 Physical Wellness	**Movement Skills and Concepts**
	2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
	2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
	2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
	2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
	2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
	2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games

and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

	Nutrition	

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).

Personal Safety

2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

2.3.8.PS.2: Define sexual consent and sexual agency.

2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).

2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).

2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Health Conditions, Diseases, and Medicine

2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections

(STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).

2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

2.3.8.HCDM.6: Explain how the immune system fights disease.

2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.

Alcohol, Tobacco, and other Drugs
2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Dependency, Substances Disorder, and Treatment
2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders. 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level. 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

WIDA- English Language Development Standards

ELDS 1- English Language learners communicate for **Social** and **Instructional** purposes within the school setting.

Design Thinking

Engineering Design
8.2.2.ED.1 Communicate the function of a product or device.
8.2.2.ED.2 Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
8.2.2.ED.3 Select and use appropriate tools and materials to build a product using the design process.
8.2.2.ED.4 Identify constraints and their role in the engineering design process.

Interaction of Technology and Humans
8.2.2.ITH.1 Identify products that are designed to meet human wants or needs.
8.2.2.ITH.2 Explain the purpose of a product and its value.
8.2.2.ITH.3 Identify how technology impacts or improves life.
8.2.2.ITH.4 Identify how various tools reduce work and improve daily tasks.
8.2.2.ITH.5 Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Nature of Technology
8.2.2.NT.1 Model and explain how a product works after taking it apart, identifying the relationship of each part, and putting it back together.
8.2.2.NT.2 Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem.

Effects of Technology on the Natural World
8.2.2.ETW.1 Classify products as resulting from nature or produced as a result of technology.
8.2.2.ETW.2 Identify the natural resources needed to create a product.
8.2.2.ETW.3 Describe or model the system used for recycling technology.
8.2.2.ETW.4 Explain how the disposal of or reusing a product affects the local and global environment.

Ethics and Culture
8.2.2.EC.1 Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and Key Skills		
9.1 Financial Literacy	*9.2 Career Awareness, Exploration, Preparation, and Training*	*9.4 Life Literacies and Key Skills*

Interdisciplinary Connections			
ELA	*Math*	*Science*	*Social Studies*
Anchor Standards **NJSLSA.R7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	**Mathematical Practices** **MP1** Make sense of problems and persevere in solving them. **MP3** Construct viable arguments and critique the reasoning of others. **MP5** Use appropriate tools strategically.	**Science and Engineering Practices** **SEP1** Ask and/or identify questions that can be answered by an investigation. **SEP2**	**6.1.2.CivicsPD.1** Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

| NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | MP6 Attend to precision.

Geometry K.G.A
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Geometry K.G.B
Analyze, compare, create, and compose shapes.

Geometry 1.G.A & 2.G.A
Reason with shapes and their attributes. | Distinguish between a model and the actual object, process, and/or events the model represents.

SEP3
With guidance, plan and conduct an investigation in collaboration with peers.

SEP4
Record information (observations, thoughts, and ideas).

SEP8
Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas. | |
|---|---|---|---|

Unit 1 Wellness

Unit Objective	Overview
Students will be able to… ● assess personal health practices. ● develop a goal to adopt, maintain, or improve a personal health practice. ● apply strategies and skills needed to attain a personal health goal. ● describe how personal health goals can vary with changing abilities, priorities, and responsibilities. ● evaluate the validity and reliability of information, products, and services to enhance healthy eating behaviors. ● comprehend the relationship between feelings and actions during adolescence.	"Understanding Nutrition" -Calories -Healthy food choices "Effects of Obesity" -exercising habits "Advertising and Communication"

● analyze how positive health behaviors can benefit people throughout their lifespan
 	
Learning Plan: Ask essential questions, warm up activity, main activity, review essential questions.
 	
Assessments:
 	
    ● Teacher observation
    ● Check for understanding through questions and answers.
    ● Peer / Self assessment
 	
2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
 	
2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
 	
2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
 	
2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
 	
2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
 	
2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
 	
2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
 	
2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
	"Target Heart Rate"
	-Max heart rate
	-exercise scheduling

Unit 2 Drug Safety

Unit Objective	*Overview*

Students will be able to…
    ● recognize the specific details on the back of the over-the-counter drugs.
    ● understand resistance skills such as: saying "no," reasons for saying "no," demonstrating behavior that matches your words, and asking an adult.
    ● drugs can affect a person's physical, mental, and social health.
    ● recognize and avoid the dangers of illegal drugs.
    ● recognize people and places in a community who can help those who want to stop using drugs.
 	
Learning Plan: Ask essential questions, warm up activity, main activity, review essential questions.
	"Illegal Drugs"
	
	-recognizing the risks and effects of drug use.
	
	-how to make wise decisions
	
	-Strategies for resisting poor decisions.

Assessments:

- Teacher observation
- Check for understanding through questions and answers.
- Peer / Self assessment

2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).

2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

2.3.8.HCDM.6: Explain how the immune system fights disease.

2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.

2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.

2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.

2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state

level.		65

Unit 3 Emotional Health	

Unit Objective	***Overview***
Students will be able to… ● identify sources and symptoms of stress and the effect of stress on one's health ● examine constructive and age-appropriate strategies for managing stress ● identify components of personal well-being and explain why they are important ● investigate one component of personal wellness, other than physical, and develop a plan for positive self-change ● apply a decision-making model to personal issues and problems in the decision-making process ● explain the importance of assuming responsibility for personal health behaviors ● identify current healthcare issues and health services available in the school and community. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life. 2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.	"Dealing with stress" "About Me" "Making wise Decisions" "Advertising"

Unit 4 Safety	

Unit Objective	***Overview***

Students will be able to… ● recognize an individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices. ● identifying current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. ● understand there are many short- and long-term health benefits and risks associated with nutritional choices. ● recognize current and emerging diagnostic, prevention and treatment strategies can help people live healthier lifestyles. ● be aware of the environment and safety precautions to reduce the risk of injury to oneself and others. ● develop self-esteem, resiliency, tolerance and coping skills to support social and emotional health. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being. 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members. 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs). 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).	"The Effects of Alcohol" "Weight management" "Diseases and Illnesses" "Nutritional Facts"

Unit 5 Community and Personal Health

Unit Objective	Overview
Students will be able to… ● express ideas and feelings with family and friends, being a supportive family member, making friends wisely, and choosing abstinence from risky behavior. ● recognize a relationship is the connection a person has with other people. ● identify a conflict is a disagreement between two or more people. ● identify that people can communicate in various ways: personal, impersonal, expressions, body language, etc. ● chose friends who make good decisions and will make it easier for you to make good decisions. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress). 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment. 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources. 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this	"Self Esteem" "Peer Pressure" -Spoken vs. Unspoken "Communication with Peers/Adults"

information in an appropriate setting.

2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

2.3.8.PS.2: Define sexual consent and sexual agency.

2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).

2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.

Unit 6 Growth and Development

Unit Objective	*Overview*
Students will be able to… ● recognize families are basic units in society ● identify that children are significantly impacted by the parenting styles they experience. ● understand humans grow and develop in predictable ways across the lifespan. ● recognize the physical, mental/emotional, and social changes that occur during adolescence. ● understand the three trimesters during pregnancy, which last over a period of approximately nine months. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** ● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.	"Pregnancy" -male and female reproductive health -maintaining healthy reproductive systems -Stages of development "Miracle of Life"

2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.	
2.1.8.PP.5: Identify resources to assist with parenting.	
2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.	
2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.	
2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships	
2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.	
2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.	
2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.	
2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.	
2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).	
2.1.8.SSH.9: Define vaginal, oral, and anal sex.	
2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).	
2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).	
Unit 7 Movement / Rhythm	
Unit Objective	*Overview*

Students will be able to…	"PACER Test"
● demonstrate competency in a variety of motor skills and movement patterns. ● apply knowledge of concepts, principles, strategies, and tactics related to movement and performance. ● demonstrate rhythms, tempos, directions, pathways, speeds, and levels during movement. ● perform weight transfer, balance, coordination, and agility while performing various movements. ● demonstrate a rhythmic activity that engages students in moderate to vigorous physical activity. ● perform a rhythmic routine of smooth flowing sequential movement patterns. ● explain and engage in a game or activity from a variety of different cultures and historical periods. ● demonstrate mechanical principles of force, stability, motion, and direction.	"Fitness Activities (Testing)" -Core -Lower/Upper Body -Speed/Endurance -Flexabilty "Yoshi" "Gaga Ball"

Learning Plan: Ask essential questions, warm up activity, main activity, review essential questions.

Assessments:

- Teacher observation
- Check for understanding through questions and answers.
- Peer / Self assessment

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors,

health tracking systems, wearable technology, virtual classes, exergames).

2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

Unit 8 Cooperative Activities	
Unit Objective	***Overview***
Students will be able to… ● demonstrate positive feedback to classmates during activity. ● recognize the importance of helping each other. ● evaluate ideas and strategies to create opportunities for success. ● compare and contrast the impact of being a positive and negative teammate. ● perform activities through collaboration and contribution ● formulate strategies to utilize skills outside of class to apply in own hobbies and activities ● learn how to perform different leadership roles. ● develop strategies for problem solving **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions.	"Walk the Pattern" "Volleyball Juggling" "Cup Stack Challenge" "Human Link" "Jump Rope Challenge" "Pipeline" "Cross the River"

Assessments:

- Teacher observation
- Check for understanding through questions and answers.
- Peer / Self assessment

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

Unit 9 Individual Activities

Unit Objective	*Overview*
Students will be able to… ● understand individual sports, rules and principles. ● define vocabulary and safety principles appropriate for recreational activities. ● apply mechanical principles of force, stability, motion, and direction to individual sports. ● demonstrate fundamental and sequential skills in game situations with increased proficiency. ● demonstrate basic competence in a variety of individual, dual, and lifelong activities. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:**	"Badminton" "Pickleball" "Volleyball (Doubles)" "Table Tennis" "Frisbee" "Fitness" "4 Square"

● Teacher observation ● Check for understanding through questions and answers. ● Peer / Self assessment	"9 Square in the Air" "Bowling"
2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes**,** exergames). 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.	

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.	
2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.	
2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.	

Unit 10 Team Activities	
Unit Objective	*Overview*
Students will be able to… - understand team sports, rules and principles. - define vocabulary and safety principles appropriate for recreational activities. - apply mechanical principles of force, stability, motion, and direction to team sports. - demonstrate group problem solving abilities. - demonstrate fundamental and sequential skills in game situations with increased proficiency. - describe the social benefits that result from team sport participation. **Learning Plan:** Ask essential questions, warm up activity, main activity, review essential questions. **Assessments:** - Teacher observation - Check for understanding through questions and answers. - Peer / Self assessment 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on	"Sideline Soccer" "Volleyball" "Tennis Baseball" "Ultimate Frisbee" "Crab Soccer" "Floor Hockey" "Basketball" "Tchoukball" "Kickball"

players' behavior in small groups and large teams during physical activities and games. 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings. 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others. 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health. 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime. 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities. 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.	

Integrated Modifications and Accommodations				
504 Plans	**_Special Education_**	**_At-Risk_**	**_Gifted and Talented_**	**_Multilingual Learners_**
Specific modifications and accommodations for students with 504 plans will also be provided according to the students' 504 plans. ● Allow additional time for assignment completion ● Preferential seating ● Teach content in smaller segments/steps ● Provide audio/visual aids ● More frequent progress monitoring ● Read aloud and re-state directions and questions ● Provide more opportunities for practice ● Provide photocopied instructions ● Work or take a test in a	_Specific modifications and accommodations for special education students will also be provided according to the students' IEP._ ● Allow additional time for assignment completion ● Preferential seating ● Teach content in smaller segments/steps ● Provide audio/visual aids ● Allow for movement ● Use multiple modalities while teaching ● Design lessons and assignments to be broken down into small steps ● Encourage exploration and play when	_The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students._ ● Encourage students to get involved with extracurricular activities ● Create a classroom environment ● Structure learning around explaining or solving a social or community-based issue ● Provided opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tools such as SKYPE, experts from the community helping with a project, journal articles, and biographies)	● Provide units, activities, or problems that extend beyond the general curriculum ● Provide content with greater depth and higher levels of complexity ● Pose open-ended questions that require higher-level thinking ● Allow students to set their own learning goals, then provide them with the opportunity to work towards those goals. ● Investigate real problems and situations ● Create assessments that allow for differences in understanding, creativity, and accomplishments ● Take time to explain the nature of errors ● Encourage students to get involved in school	● Provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words ● Label materials and supplies in multiple languages ● Provide visual cues, graphic representations, gestures, and pictures ● Provide simplified directions both verbally and visually ● Encourage bilingual supports among students ● Provide multiple grouping opportunities for students to share their ideas and to encourage work among various

different setting, such as a quiet space with few distractions	introducing new materials ● Provide opportunities to verbally explain art processes and decision making ● Incorporate adaptive materials and supplies (e.g. spring loaded scissors and paint daubers)		clubs and extracurricular activities that support and extend their learning and experiences ● Introduce more advanced art materials and supplies	backgrounds and cultures

Instructional Materials	
Core Instructional Materials	*Supplemental Materials*
Macmillan/McGraw Hill Health & Wellness Holt – Decisions for Health	Kidshealth.org Gym Equipment

Assessment
Assessments are multifaceted tools utilized throughout the school year. Based on when they are administered and the teacher's intended use of information, assessments can serve several purposes: baseline data at the beginning of the year, progress monitoring throughout the year, or cumulative data at the end of the year.

OVERVIEW
Student achievement is measured and dependent upon the use of high quality assessments. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:
- measuring students' growth
- informing instruction at various points in the school year (formative)
- assessing effectiveness of instruction using a pre to post test
- reporting systematically in a formal manner that analyzes changes in achievement data

Formative	Summative
Informal and ongoing, these assessments inform instruction by evaluating student learning during instruction. Examples include, but are not limited to:	*Formal and cumulative, these assessments evaluate student learning at the end of a particular unit of study. Examples include, but are not limited to:*
Exit Slips Checklists Unit Pretests Class Discussions	Rubrics Reflections (Written and Verbal) Critiques (Written and Verbal) Constructed Responses

CHPE

Scope and Sequence

Marking Period 1		
Unit of Study	Unit	
PE	**A**	Movement and Skills
	B	Physical Fitness

	C	Lifelong Fitness

Marking Period 2		

Unit of Study	Unit	
Health	A	Personal and Mental Health
	B	Wellness
	C	Safety

Marking Period 3		

Unit of Study	Unit	
PE	A	Movement and Skills
	B	Physical Fitness
	C	Lifelong Fitness

Marking Period 4		

Unit of Study	Unit	
PE	A	Movement and Skills
	B	Physical Fitness
	C	Lifelong Fitness