

# Cumberland County Charter School Network

Vineland, Millville, and Bridgeton Public Charter Schools

## NJ Physical Education Curriculum – Kindergarten - 2nd Grade

### New Jersey Student Learning Performance Expectations Comprehensive Health and Physical Education Curriculum

- **2.1 Personal and Mental Health:**
  - Personal Growth and Development
  - Pregnancy and Parenting
  - Emotional Health
  - Social and Sexual Health
  - Community Health Services and Support
- **2.2 Physical Wellness:**
  - Movement Skills and Concepts
  - Physical Fitness
  - Lifelong Fitness
  - Nutrition
- **2.3 Safety:**
  - Personal Safety
  - Health Conditions, Disease, and Medicines
  - Alcohol, Tobacco, and Other Drugs
  - Dependency, Substances Disorder, and Treatment

**Standard Overview: 2.1 Personal and Mental Health**  
**Grade Span: K-2**  
**By The End of Grade: 2**

Disciplinary Concept	Core Idea	Performance Expectations
<b>Personal Growth and Development</b>	<p>Individuals enjoy different activities and grow at different rates.</p> <p>Personal hygiene and self-help skills promote healthy habits.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.2.PGD.1:</b> Explore how activity helps all human bodies stay healthy.</li> <li>● <b>2.1.2.PGD.2:</b> Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth)</li> <li>● <b>2.1.2.PGD.3:</b> Explain what being “well” means and identify self-care practices that support wellness.</li> <li>● <b>2.1.2.PGD.4:</b> Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> <li>● <b>2.1.2.PGD.5:</b> List medically accurate names for body parts.</li> </ul>
<b>Pregnancy and Parenting</b>	<p>All living things may have the capacity to reproduce.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.2.PP.1:</b> Define Reproduction.</li> <li>● <b>2.1.2.PP.2:</b> Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</li> </ul>
<b>Emotional Health</b>	<p>Many factors influence how we think about ourselves and others.</p> <p>There are different ways that individuals handle stress, and some are healthier than others.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.2.EH.1:</b> Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>● <b>2.1.2.EH.2:</b> Identify what it means to be responsible and list personal responsibilities.</li> <li>● <b>2.1.2.EH.3:</b> Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>● <b>2.1.2.EH.4:</b> Demonstrate strategies for managing one’s own emotions, thoughts, and behaviors.</li> <li>● <b>2.1.2.EH.5:</b> Explain healthy ways of coping with stressful situations.</li> </ul>
<b>Social and Sexual Health</b>	<p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.2.SSH.1:</b> Discuss how individuals make their own choices about how to express themselves.</li> <li>● <b>2.1.2.SSH.2:</b> Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</li> <li>● <b>2.1.2.SSH.3:</b> Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</li> <li>● <b>2.1.2.SSH.4:</b> Determine the factors that contribute to healthy relationships within a family.</li> </ul>

	<p>Families shape the way we think about our bodies, our health and our behaviors.</p> <p>People have relationships with others in the local community and beyond.</p> <p>Communication is the basis for strengthening relationships and resolving conflict between people.</p> <p>Conflicts between people occur, and there are effective ways to resolve them.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.2.SSH.5:</b> Identify basic social needs of all people.</li> <li>● <b>2.1.2.SSH.6:</b> Determine the factors that contribute to healthy relationships.</li> <li>● <b>2.1.2.SSH.7:</b> Explain healthy ways for friends to express feelings for and to one another.</li> <li>● <b>2.1.2.SSH.8:</b> Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>● <b>2.1.2.SSH.9:</b> Define bullying and teasing and explain why they are wrong and harmful.</li> </ul>
<p><b>Community Health Services and Support</b></p>	<p>People in the community work to keep us safe.</p> <p>Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.2.CHSS.1:</b> Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>● <b>2.1.2.CHSS.2:</b> Determine where to access home, school and community health professionals.</li> <li>● <b>2.1.2.CHSS.3:</b> Demonstrate how to dial and text 911 in case of an emergency.</li> <li>● <b>2.1.2.CHSS.4:</b> Describe how climate change affects the health of individuals, plants and animals.</li> <li>● <b>2.1.2.CHSS.5:</b> Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>● <b>2.1.2.CHSS.6:</b> Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul>

**Standard**

<ul style="list-style-type: none"> <li>● <b>2.1 Personal and Mental Health</b></li> </ul>
<b>Disciplinary Concept</b>
<ul style="list-style-type: none"> <li>● <b>Personal Growth and Development</b></li> </ul>
<b>Core Idea</b>
<ul style="list-style-type: none"> <li>● Individuals enjoy different activities and grow at different rates.</li> <li>● Personal hygiene and self-help skills promote healthy habits.</li> </ul>
<b>Big Idea/Enduring Understanding</b>
<ul style="list-style-type: none"> <li>● Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy active lifestyle.</li> </ul>
<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>● What causes optimal growth and development? (exercise, diet, activity, rest, social &amp; emotional health and awareness).</li> </ul>
<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>● <b>2.1.2.PGD.1:</b> Explore how activity helps all human bodies stay healthy.</li> <li>● <b>2.1.2.PGD.2:</b> Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth)</li> <li>● <b>2.1.2.PGD.3:</b> Explain what being “well” means and identify self-care practices that support wellness.</li> <li>● <b>2.1.2.PGD.4:</b> Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> <li>● <b>2.1.2.PGD.5:</b> List medically accurate names for body parts.</li> </ul>
<b>Lesson Objectives</b> (What Students Will Know and Be Able to Do)
<ul style="list-style-type: none"> <li>● Explain what being “well” means and identify self-care practices that support wellness.</li> <li>● Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> </ul>
<b>Active Learning Engagement/Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Do Nows/Exit Tickets</li> <li>● Stations</li> <li>● Graphic Organizers</li> </ul>

- Teacher generated activities
- Academic Teaming/ Group Work Activities
- *Bedtime for Francis*
- *Why Mosquitoes buzz in People's Ears Helen Keller*
- *Berenstain Bears Franklin Series Arthur Series*
- *Magic School Bus*

### Supplementary Resources

- Textbook
- United Streaming
- Library books
- BrainPop Jr.
- Yahoooligans
- Enchanted Learning.com
- YouTube/Movies
- Dental Visits
- Student Resource Officer
- Fire Department
- Magic School bus series
- Scholastic Magazines
- Calm.com
- Gonoodle.com
- NewsELA
- Reading A-Z

### Content Vocabulary

grooming	gums	intestines	middle ear	circulatory system	floss	cavity	plaque	stretching	
lungs		blood	doctor	senses	cool down	breathe	germs	patient	
warm-up		muscles	heartbeat	checkup	sunscreen	iris	nerves	circulatory sleep	
	permanent teeth	pupil	weight	heart bedtime	dental	procedures	ear drum	skull	
vessels	energy	mouth	inner ear	spine	exercise	dentist	stomach	outer ear	back bone
mindfulness	hip bone	ribs	leg bones	lungs	anxiety	Wellness	acceptance		

### Assessments

- **Formative:**

- Performance in group and individual hands-on activities
- Unit Pre Assessment
- **Summative:**
  - Lesson/ Chapter reviews
  - Quiz/Assessment
  - Teacher made rubrics
  - Chapter Tests/Projects
  - Class work
  - Performance in group and individual hands-on activities
  - Open-ended responses
  - Classroom discussions

### Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

### Cross Curricular Integration

- **Language Arts:**
  - non fiction reading, question and response, vocabulary flip chart
- **Science**
  - Health Activity

### Standard

- **2.1 Personal and Mental Health**

### Disciplinary Concept

- **Pregnancy and Parenting**

### Core Idea

- All living things may have the capacity to reproduce.

### Big Idea/Enduring Understanding

- Understanding the various aspects of human relationships assists in making good choices about healthy living.

### Essential Questions

- Why is it important for a pregnant mother to live a healthy lifestyle?
- Why is it important to make healthy choices such as diet and sleep?

### Performance Expectations

- **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).

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Identify and explain the factors that contribute to a mother having a healthy baby.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Sample learning activities NJCHPE framework K-2

### Supplementary Resources

- Textbook
- United Streaming
- Library books
- BrainPop Junior
- Yahoooligans
- Enchanted Learning.com
- *My Two Moms and Me*

- *My Two Dads and Me*
- *Daddy, Pappa and Me*
- NewsELA
- Reading A-Z

### Content Vocabulary

Birth  
 Mother  
 Born  
 Pregnancy

### Assessments

- **Formative:**
  - Performance in group and individual hands-on activities
  - Unit Pre Assessment
- **Summative:**
  - Lesson/ Chapter reviews
  - Quiz/Assessment
  - Teacher made rubrics
  - Chapter Tests/Projects
  - Class work
  - Performance in group and individual hands-on activities
  - Open-ended responses
  - Classroom discussions

### Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

### Cross Curricular Integration

- **Language Arts**

- non fiction reading, question and response, vocabulary flip chart
- **Active Listening & Speaking Skills:**
  - Discussion, word choice

### Standard

- **2.1 Personal and Mental Health**

### Disciplinary Concept

- **Emotional Health**

### Core Idea

- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others

### Big Idea/Enduring Understanding

- Taking responsibility and actions for one's own health is an essential step towards developing and maintaining a healthy active lifestyle.

### Essential Questions

- How can you learn to like yourself?
- What tools can you use to gain confidence and acceptance within yourself?

### Performance Expectations

- **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.

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Identify basic social and emotional needs of all people.

- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children such as failure.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Tolerance Education Role playing
- Character Education Programs
- Community Resource Officer
- Guidance Counselors
- *Have you Filled a Bucket Today*
- *Ira Sleeps Over*
- *Frog and Toad are Friends*

### Supplementary Resources

- Textbook
- United Streaming
- Library books
- BrainPop Junior
- Yahoooligans
- Enchanted Learning.com
- Learn 360
- NewsELA
- Reading A-Z

### Content Vocabulary

friend	behavior	acceptance		
talents	mistake	confidence	self esteem	learn success
stress	manage	failure	household	chores
responsibility	Rules	tolerance	accountability	
personality	appearance	classmates	volunteer	school staff

## Assessments

- **Formative:**
  - Performance in group and individual hands-on activities
  - Unit Pre Assessment
- **Summative:**
  - Lesson/ Chapter reviews
  - Quiz/Assessment
  - Teacher made rubrics
  - Chapter Tests/Projects
  - Class work
  - Performance in group and individual hands-on activities
  - Open-ended responses
  - Classroom discussions

## Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

## Cross Curricular Integration

- **Language Arts**
  - non fiction reading, question and response, vocabulary flip chart
- **Family and Community Life**

## Standard

- **2.1 Personal and Mental Health**

## Disciplinary Concept

- **Social and Sexual Health**

### Core Idea

- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Families shape the way we think about our bodies, our health and our behaviors.
- People have relationships with others in the local community and beyond.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.

### Big Idea/Enduring Understanding

- Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy active lifestyle.

### Essential Questions

- How can you learn to accept yourself and others along with their individual differences?

### Performance Expectations

- **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.

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Identify basic social and emotional needs of all people.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Tolerance Education
- Role playing
- Character Education Programs
- Community Resource Officer
- Guidance Counselors
- *Have you Filled a Bucket Today*
- *Ira Sleeps Over*
- *Frog and Toad are Friends*

### Supplementary Resources

- Textbook
- United Streaming
- Library books
- BrainPop Junior
- Yahoooligans
- Enchanted Learning.com
- Learn 360
- NewsELA
- Reading A-Z

### Content Vocabulary

friend	behavior	acceptance
talents	mistake	rules
self esteem	learn	
stress	manage	
household	chores	responsibility
personality	appearance	
classmates	volunteer	
school staff	tolerance	

## Assessments

- **Formative:**
  - Performance in group and individual hands-on activities
  - Unit Pre Assessment
- **Summative:**
  - Lesson/ Chapter reviews
  - Quiz/Assessment
  - Teacher made rubrics
  - Chapter Tests/Projects
  - Class work
  - Performance in group and individual hands-on activities
  - Open-ended responses
  - Classroom discussions

## Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

## Cross Curricular Integration

- **Language Arts**
  - non fiction reading, question and response, vocabulary flip chart
- **Family and Community Life**

## Standard

- **2.1 Personal and Mental Health**

## Disciplinary Concept

- **Community Health Services and Support**

### Core Idea

- People in the community work to keep us safe.
- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.

### Big Idea/Enduring Understanding

- The use of critical thinking, decision-making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

### Essential Questions

- Where do I go to access information about good health and fitness services?
- What's more important; prevention or cure?

### Performance Expectations

- **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 and animals.
- **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).

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Determine where to access home, school, and community health professionals.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities

## Supplementary Resources

- Textbook
- United Streaming
- Library books
- BrainPop Jr.
- Yahoooligans
- Enchanted Learning.com
- Role playing
- Character Education Programs
- Community Resource Officer Guidance Counselors
- Field trips
- Health Activity Book
- Leader in Me
- Seesaw
- NewsELA
- Reading A-Z

## Content Vocabulary

Hospital	doctor	emergency room	guidance counselor	health care worker
EMS worker	ambulance	clinic		
prevention	cure			

## Assessments

- **Formative:**
  - Performance in group and individual hands-on activities
  - Unit Pre Assessment
- **Summative:**
  - Lesson/ Chapter reviews
  - Quiz/Assessment
  - Teacher made rubrics
  - Chapter Tests/Projects
  - Class work
  - Performance in group and individual hands-on activities
  - Open-ended responses
  - Classroom discussions

### Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

### Cross Curricular Integration

- **Language Arts:**
  - non fiction reading, question and response, vocabulary flip chart
- **Social Studies:**
  - Family and Community Life
- **Active Listening & Speaking Skills:**
  - Discussion, word choice

**Standard Overview: 2.2 Physical Wellness**

**Grade Span: K-2**

**By The End of Grade: 2**

Disciplinary Concept	Core Idea	Performance Expectations
<p><b>Movement Skills and Concepts</b></p>	<p>The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</p> <p>Feedback impacts and improves the learning of movement skills and concepts.</p> <p>Teamwork consists of effective communication and respect among class and team members.</p>	<ul style="list-style-type: none"> <li>● <b>2.2.2.MSC.1:</b> Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</li> <li>● <b>2.2.2.MSC.2:</b> Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</li> <li>● <b>2.2.2.MSC.3:</b> Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</li> <li>● <b>2.2.2.MSC.4:</b> Differentiate manipulative movements (e.g., throwing, catching, dribbling).</li> <li>● <b>2.2.2.MSC.5:</b> Adjust and correct movements and skill in response to feedback.</li> <li>● <b>2.2.2.MSC.6:</b> Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</li> <li>● <b>2.2.2.MSC.7:</b> Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li> <li>● <b>2.2.2.MSC.8:</b> Explain the difference between offense and defense.</li> </ul>
<p><b>Physical Fitness</b></p>	<p>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</p>	<ul style="list-style-type: none"> <li>● <b>2.2.2.PF.1:</b> Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</li> <li>● <b>2.2.2.PF.2:</b> Explore how to move different body parts in a controlled manner.</li> <li>● <b>2.2.2.PF.3:</b> Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</li> <li>● <b>2.2.2.PF.4:</b> Demonstrate strategies and skills that enable team and group members to achieve goals.</li> </ul>

<p><b>Lifelong Fitness</b></p>	<p>Exploring wellness components provide a foundational experience of physical movement activities.</p> <p>Resources that support physical activity are all around you.</p>	<ul style="list-style-type: none"> <li>● <b>2.2.2.LF.1:</b> Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</li> <li>● <b>2.2.2.LF.2:</b> Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</li> <li>● <b>2.2.2.LF.3:</b> Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li> <li>● <b>2.2.2.LF.4:</b> Identify physical activities available outside of school that are in the community.</li> </ul>
<p><b>Nutrition</b></p>	<p>Nutritious food choices promote wellness and are the basis for healthy eating habits.</p>	<ul style="list-style-type: none"> <li>● <b>2.2.2.N.1:</b> Explore different types of foods and food groups.</li> <li>● <b>2.2.2.N.2:</b> Explain why some foods are healthier to eat than others.</li> <li>● <b>2.2.2.N.3:</b> Differentiate between healthy and unhealthy eating habits.</li> </ul>

<b>Standard</b>	
<ul style="list-style-type: none"> <li>● <b>2.2 Physical Wellness</b></li> </ul>	
<b>Disciplinary Concept</b>	
<ul style="list-style-type: none"> <li>● <b>Movement Skills and Concepts</b></li> </ul>	
<b>Core Idea</b>	
<ul style="list-style-type: none"> <li>● The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</li> <li>● Feedback impacts and improves the learning of movement skills and concepts.</li> <li>● Teamwork consists of effective communication and respect among class and team members.</li> </ul>	
<b>Big Idea/Enduring Understanding</b>	
<ul style="list-style-type: none"> <li>● Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.</li> </ul>	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How does effective and appropriate movement affect wellness?</li> </ul>	

- Why do I have to understand concepts of movement when I can already perform the movement?
- How can understanding movement concepts improve my performance?

### Performance Expectations

- **2.2.2.MSC.1:** Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, 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.

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Correct movement errors in response to feedback.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- **By the end of grade K-One:**
  - Activities related to:
    - Locomotor movements with music without music

- Non-locomotor movements with music without music
  - Manipulative skills
- Tag games
- Field day activities
- Use of jump ropes/individual/long and bands
- Use of hula hoops
- Use of scooters
- Use of bean bags
- Use of scarves
- Use of balloons
- **By the end of grade two:**
  - Activities related to:
    - Locomotor movements with music without music
    - Non-locomotor movements with music without music
    - Manipulative skills
  - Tag games
  - Field day activities
  - Use of jump ropes/individual/long and bands
  - Use of hula hoops
  - Use of scooters
  - Use of bean bags
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- US Department of Health and Human Services – [www.HHS.gov](http://www.HHS.gov)
- NewsELA
- Reading A-Z

### Content Vocabulary

<u>Locomotor Skills</u>	<u>Non-Locomotor Skills</u>	<u>Manipulative Skills</u>
rolling over	push/pull	holding/carrying
hitching	swing/sway	lifting/pushing
crawling	rise/fall	pulling/squeezing
creeping	twist/turn	throwing
Skipping	rock/balance	receiving
walking	hang/support	striking
running	curl/stretch	
jumping		<u>Weight Factors</u>
galloping	<u>Flow Factors</u>	heavy/light

sliding	jerky/smooth	strong/weak
hopping	stopping/going	hard/soft
leaping	free/bound	harsh/gentle skipping
<u>Actions</u>	<u>General Space</u>	
moving/still	self space/personal space	
weight on feet	freeze position/ready	
position balancing	stretch	

<u>Body Part</u>	<u>Whole Body</u>	<u>Space Words</u>
hands	front	under/over
head	back	on/off
feet	sides	around/through
knees		between/along
toes	<u>Direction</u>	next to/far from
fingers	forward	near to/away from
elbows	backward	towards/close to
shoulders	sideways	
stomach	<u>Time Factors</u>	
eyes	fast/slow	
mouth	faster	
neck	slower	
Face		
chin	rhythm	
ears	tempo	
nose	beat	
ankles wrist		
cheeks		

### Assessments

- **Formative:**
  - Performance in group and individual hands-on activities
  - Unit Pre Assessment
- **Summative:**
  - Teacher Observation
  - Activity Checklist
  - Activity Benchmarks

- Tests/Quizzes – Verbal and Written Skill Performance
- Group Performance Team Performance
- Individual Performance Monthly Marathon Run PE Challenge Tasks

**Performance Task Options/Alternative Assessments**

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

**Cross Curricular Integration**

- **Language Arts Reading & Listening**
- **Visual and Performing Arts Creation and Performance**
- **Mathematics:**
  - Geometry and Measurement
- **Science:**
  - Mathematical Applications

**Standard**

- **2.2 Physical Wellness**

**Disciplinary Concept**

- **Physical Fitness**

**Core Idea**

- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

**Big Idea/Enduring Understanding**

- Lifetime fitness depends upon understanding how each fitness component is developed and measured.
- Design and implement a personal fitness plan that supports a healthy, active lifestyle.

### Essential Questions

- How can you design and implement a personal fitness plan that supports a healthy, active lifestyle?

### Performance Expectations

- **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.

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- **By the end of grade K- One:**
  - Activities related to:
    - Health related activities that support factors that are related to how well the systems of a body work.
    - Skill related activities that support the aspects of fitness which form the basis for successful sports participations
  - Activities related to physical fitness:
    - PACER Test
    - Curl Up Test
    - Pushups
    - Back-saver Sit and Reach Test
- **By the end of grade two:**
  - Activities related to:

- Health related activities that support factors that are related to how well the systems of a body work.
  - Skill related activities that support the aspects of fitness which form the basis for successful sports participations
- Activities related to physical fitness:
  - PACER Test
  - Curl Up Test
  - Pushups
  - Back-saver Sit and Reach Test

### Supplementary Resources

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### Content Vocabulary

<u>Health Related Components</u>	<u>Skill Related Fitness Components</u>	
cardiovascular fitness	speed	power
body composition	agility	heart rate
flexibility	balance	slow
muscular strength	coordination	moderate
muscular endurance	reaction time	fast

### Assessments

- **Formative:**
  - Performance in group and individual hands-on activities
  - Unit Pre Assessment
- **Summative:**
  - Teacher Observation
  - Activity Checklist
  - Activity Benchmarks
  - Tests/Quizzes – Verbal and Written
  - Skill Performance
  - Group / Team Performance
  - Individual Performance
  - Monthly Marathon Run
  - PE Challenge Tasks
  - Fitnessgram Challenge
  - Heart Rate Monitors Activity Monitors Pedometers
  - Direct Observational Measures
  - Self Report Instruction

### Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

### Cross Curricular Integration

- **Mathematics**
  - Data Analysis, Probability and Discrete Mathematics
  - Mathematical Process
- **Science**
  - Scientific Process
  - Nature and Process of Technology
  - Characteristics of Life
  - Physics

### Standard

- **2.2 Physical Wellness**

### Disciplinary Concept

- **Lifelong Fitness**

### Core Idea

- Exploring wellness components provide a foundational experience of physical movement activities.
- Resources that support physical activity are all around you.

### Big Idea/Enduring Understanding

- Lifetime fitness depends upon understanding how each fitness component is developed and measured.
- Design and implement a personal fitness plan that supports a healthy and active lifestyle.

### Essential Questions

- How can you design and implement a personal fitness plan that supports a healthy, active lifestyle?

### Performance Expectations

- **2.2.2.LF.1:** Express one's feelings 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.

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- ***By the end of grade K- One:***
  - Activities related to:
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    - Skill related activities that support the aspects of fitness which form the basis for successful sports participations
  - Activities related to physical fitness:
    - PACER Test
    - Curl Up Test
    - Pushups
    - Back-saver Sit and Reach Test
- ***By the end of grade two:***
  - Activities related to:
    - Health related activities that support factors that are related to how well the systems of a body work.
    - Skill related activities that support the aspects of fitness which form the basis for successful sports participations

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  - Monitors Pedometers
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  - Self Report Instruction

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- Class Discussions
- Oral Presentations

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- **Mathematics**
  - Data Analysis, Probability and Discrete Mathematics
  - Mathematical Process
- **Science**
  - Scientific Process
  - Nature and Process of Technology
  - Characteristics of Life
  - Physics

### Standard

- **2.2 Physical Wellness**

### Disciplinary Concept

- **Nutrition**

### Core Idea

- Nutritious food choices promote wellness and are the basis for healthy eating habits.

### Big Idea/Enduring Understanding

- Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy active lifestyle.

### Essential Questions

- What makes a food healthy?
- How do you determine appropriate portion sizes?

### Performance Expectations

- **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.

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Explain why some foods are healthier to eat than others.
- Explain how foods in the food pyramid differ in nutritional content and value.
- Summarize information about food found on product labels.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Food Guide Pyramid
- Food circulars and magazines
- *Gregory The Terrible Eater*
- *What's Cooking Jenny Archer*

### Supplementary Resources

- Textbook
- United Streaming
- Library books
- Scholastic Reading
- BrainPop Junior
- Yahoooligans
- Enchanted Learning.com
- YouTube/Movies
- NewsELA
- Reading A-Z

## Content Vocabulary

Food	energy	digestion	grind	
churn	absorb	food	group	fruit
vegetable	milk	meat	bread	
balanced meal		serving		
snack	salt	sugar	fat	
portion sizes		chew	swallow	tongue

## Assessments

- **Formative:**
  - Performance in group and individual hands-on activities
  - Unit Pre Assessment
- **Summative:**
  - Lesson/chapter reviews
  - Class work
  - Performance in group and individual hands-on activities
  - Open-ended responses
  - Multimedia presentations
  - Quiz/Assessment
  - Teacher made rubrics
  - Chapter Tests/Projects
  - Open-ended responses
  - Classroom discussions

## Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

## Cross Curricular Integration

- **Language Arts:**
  - non fiction reading, question and response, vocabulary flip chart

- **Science:**
  - Healthy Activities
- **Math:**
  - measuring weight and capacity of foods

**Standard Overview: 2.3 Safety**

**Grade Span:**

**By The End of Grade:**

Disciplinary Concept	Core Idea	Performance Expectations
<b>Personal Safety</b>	<p>The environment can impact personal health and safety in different ways.</p> <p>Potential hazards exist in personal space, in the school, in the community, and globally.</p> <p>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p>	<ul style="list-style-type: none"><li>● <b>2.3.2.PS.1:</b> Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</li><li>● <b>2.3.2.PS.2:</b> Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</li><li>● <b>2.3.2. PS.3:</b> Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</li><li>● <b>2.3.2. PS.4:</b> Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</li><li>● <b>2.3.2.PS.5:</b> Define bodily autonomy and personal boundaries.</li><li>● <b>2.3.2.PS.6:</b> Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</li><li>● <b>2.3.2.PS.7:</b> Identify behaviors that would be considered child abuse.</li><li>● <b>2.3.2.PS.8:</b> Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous.</li></ul>
<b>Health Conditions, Diseases, &amp; Medicine</b>	<p>People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</p>	<ul style="list-style-type: none"><li>● <b>2.3.2.HCDM.1:</b> Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.</li><li>● <b>2.3.2.HCDM.2:</b> Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</li><li>● <b>2.3.2.HCDM.3:</b> Explain strategies and develop skills to prevent the</li></ul>

		spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
<b>Alcohol, Tobacco and other Drugs</b>	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	<ul style="list-style-type: none"> <li>● <b>2.3.2.ATD.1:</b> Explain what medicines are, how they are used, and the importance of utilizing medications properly.</li> <li>● <b>2.3.2.ATD.2:</b> Identify ways in which drugs, including some medicines, can be harmful.</li> <li>● <b>2.3.2.ATD.3:</b> Explain effects of tobacco use on personal hygiene, health, and safety.</li> </ul>
<b>Dependency, Substances Disorder and Treatment</b>	<p>Substance abuse is caused by a variety of factors.</p> <p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<ul style="list-style-type: none"> <li>● <b>2.3.2.DSDT.1:</b> Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</li> <li>● <b>2.3.2.DSDT.2:</b> Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</li> </ul>

<b>Standard</b>
<ul style="list-style-type: none"> <li>● <b>2.3 Safety</b></li> </ul>
<b>Disciplinary Concept</b>
<ul style="list-style-type: none"> <li>● <b>Personal Safety</b></li> </ul>
<b>Core Idea</b>
<ul style="list-style-type: none"> <li>● The environment can impact personal health and safety in different ways.</li> <li>● Potential hazards exist in personal space, in the school, in the community, and globally.</li> <li>● Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</li> </ul>
<b>Big Idea/Enduring Understanding</b>
<ul style="list-style-type: none"> <li>● Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy active lifestyle.</li> </ul>
<b>Essential Questions</b>

- What is the difference between healthy and unhealthy risks?
- Why do we sometimes take risks that can cause harm to ourselves or others?

### Performance Expectations

- **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.
- **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 abuse).

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
- Identify procedures associated with pedestrian, bicycle, and traffic safety.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Medicine and other warning labels
- Maps
- First aid kit
- Stranger Danger program

- Nurse visit
- Telephone directories for important numbers
- Role playing
- Franklin Series

### Supplementary Resources

- Textbook
- United Streaming
- Library books
- Brain Pop Jr.
- Yahoooligans Enchanted
- Learning.com
- Learn 360
- NewsELA
- Reading A-Z

### Content Vocabulary

good touch	bad touch	respect
disrespect	private	injury
emergency	first aid	cut
nosebleed	scrape	hazard
warning	poison	inhale
intersection	traffic light	crosswalk
safety	belt	helmet
hand signals	stranger	
clutter	flames	smoke
fire hazard	fire drill	
crawl	matches	
stop, drop, and roll		

### Assessments

- **Formative:**
  - Performance in group and individual hands-on activities
  - Unit Pre Assessment
- **Summative:**

- Lesson/chapter reviews
- Class work
- Performance in group and individual hands-on activities
- Open-ended responses
- Multimedia presentations
- Quiz/Assessment
- Teacher made rubrics
- Chapter Tests/Projects
- Open-ended responses
- Classroom discussions

### Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

### Cross Curricular Integration

- **Language Arts:**
  - non fiction reading, question and response, vocabulary flip chart
- **Science:**
  - Healthy Activity
- **Social Studies:**
  - maps, geography, communication, & transportation
- **Math:**
  - Sequencing of events

### Standard

- **2.3 Safety**

### Disciplinary Concept

- **Health Conditions, Disease, and Medicines**

### Core Idea

- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

### Big Idea/Enduring Understanding

- Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy active lifestyle.
- Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

### Essential Questions

- To what extent can we keep ourselves disease free?

### Performance Expectations

- **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).

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Summarize symptoms of common diseases and health conditions.
- Summarize strategies to prevent the spread of common diseases and health conditions.
- Determine how personal feelings can affect one's wellness.
- Explain what medicines are and when some types of medicines are used.
- Explain why medicines should be administered as directed.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Medicine labels & advertisements

- doctor/nurse visits

### Supplementary Resources

- Textbook
- United Streaming
- Library books
- BrainPop Junior
- Yahoooligans
- Enchanted Learning.com
- Guidance Counselor
- Trade Books
- Seesaw

### Content Vocabulary

fever	illness	germs	measles
mumps	chicken pox		prevent
Avoid	recover	check up	medicine
Shot	cure	Vaccine	drug
Legal	avoid	illegal	

### Assessments

- **Formative:**
  - Performance in group and individual hands-on activities
  - Unit Pre Assessment
- **Summative:**
  - Lesson/chapter reviews
  - Class work
  - Performance in group and individual hands-on activities
  - Open-ended responses
  - Multimedia presentations
  - Quiz/Assessment
  - Teacher made rubrics
  - Chapter Tests/Projects
  - Open-ended responses
  - Classroom discussions

**Performance Task Options/Alternative Assessments**

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

**Cross Curricular Integration**

- **Language Arts:**
  - non fiction reading, question and response, vocabulary flip chart
- **Science:**
  - Health Activity
- **Social Studies**
  - Make a commercial or game
  - Family and Community Life
- **Active Listening & Speaking Skills**
  - Discussion, word choice

**Standard**

- **2.3 Safety**

**Disciplinary Concept**

- **Alcohol, Tobacco, and Other Drugs**

**Core Idea**

- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

**Big Idea/Enduring Understanding**

- Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

**Essential Questions**

- Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
- How do I make the “right” decisions in the face of peer pressure, media and other pressures?

### Performance Expectations

- **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.

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Identify ways that drugs can be abused.
- Explain effects of tobacco use on personal hygiene, health, and safety.
- Explain why tobacco smoke is harmful to nonsmokers.
- Identify products that contain alcohol.
- List substances that should never be inhaled and explain why.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Alcohol and cigarette advertisements
- Visit from police officer
- School nurse

### Supplementary Resources

- Textbook
- United Streaming
- Library books
- BrainPop Jr.
- Yahoooligans
- Enchanted Learning.com

## Content Vocabulary

Drug addiction  
wine  
Illegal heart disease

cancer  
alcohol  
liquor  
tobacco

nicotine  
beer  
legal  
cigarette

## Assessments

- **Formative:**
  - Performance in group and individual hands-on activities
  - Unit Pre Assessment
- **Summative:**
  - Lesson/chapter reviews
  - Class work
  - Performance in group and individual hands-on activities
  - Open-ended responses
  - Multimedia presentations
  - Quiz/Assessment
  - Teacher made rubrics
  - Chapter Tests/Projects
  - Open-ended responses
  - Classroom discussions

## Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

## Cross Curricular Integration

- **Language Arts:**
  - non fiction reading, question and response, vocabulary flip chart
- **Social Studies:**

- Family and Community Life
- **Active Listening & Speaking Skills**
  - Discussion, word choice

### Standard

- **2.3 Safety**

### Disciplinary Concept

- **Dependency, Substance Disorders, and Treatment**

### Core Idea

- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

### Big Idea/Enduring Understanding

- Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

### Essential Questions

- What can cause addiction?

### Performance Expectations

- 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.

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- Explain that people who abuse alcohol, tobacco, and other drugs can get help.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets

- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Alcohol and cigarette advertisements
- Visit from police officer
- School nurse

### Supplementary Resources

- Textbook
- United Streaming
- Destiny
- Library books
- Brain Pop Jr.
- Yahoooligans Enchanted
- Learning.com
- NewsELA
- Reading A-Z

### Content Vocabulary

Drug	cancer	nicotine	addiction	alcohol
beer	wine	liquor	legal	
illegal	tobacco	cigarette		
heart disease		dependency	treatments	

### Assessments

- **Formative:**
  - Performance in group and individual hands-on activities
  - Unit Pre Assessment
- **Summative:**
  - Lesson/chapter reviews
  - Class work
  - Performance in group and individual hands-on activities
  - Open-ended responses
  - Multimedia presentations

- Quiz/Assessment
- Teacher made rubrics
- Chapter Tests/Projects
- Open-ended responses
- Classroom discussions

### Performance Task Options/Alternative Assessments

- Project Based Learning
- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

### Cross Curricular Integration

- **Language Arts:**
  - non fiction reading, question and response, vocabulary flip chart
- **Social Studies:**
  - Family and Community Life
- **Active Listening & Speaking Skills**
  - Discussion, word choice

### Interdisciplinary Mandate

#### Required Interdisciplinary Lesson/Connections Quarter 1: **Climate Change**

- *Teachers may incorporate anywhere within the unit.*
- Example Lessons/Activities/Resources:
  - [Climate Change Lesson](#)
  - NewsELA
  - Reading A-Z

#### Required Interdisciplinary Lesson/Connections Quarter 2: **Amistad**

- *Teachers may incorporate anywhere within the unit.*
- Example Lessons/Activities/Resources:
  - [Amistad Lesson](#)
  - NewsELA

- Reading A-Z
- *\*Also see Inclusion and Diversity Sample Lessons\**

**Required Interdisciplinary Lesson/Connections Quarter 3: Holocaust**

- *Teachers may incorporate anywhere within the unit.*
- Example Lessons/Activities/Resources:
  - [Holocaust](#)
  - NewsELA
  - Reading A-Z
  - *\*Also see Inclusion and Diversity Sample Lessons\**

**Required Interdisciplinary Lesson/Connections Quarter 4: Disabilities**

- *Teachers may incorporate anywhere within the unit.*
- Example Lessons/Activities/Resources:
  - [Disabilities](#) (Resource)
  - [Disabilities](#) (Video)
  - [Disabilities](#) (Video)
  - NewsELA
  - Reading A-Z
  - *\*Also see Inclusion and Diversity Sample Lessons\**

**Comprehensive Health and Physical Education Practices**

Practice	Description
<b>Acting as responsible and contributing member of society</b>	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
<b>Building and maintaining healthy relationships</b>	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.

<b>Communicating clearly and effectively (verbal and nonverbal)</b>	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
<b>Resolving conflict</b>	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
<b>Attending to personal health, emotional, social and physical well-being</b>	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
<b>Engaging in an active lifestyle</b>	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
<b>Making decisions</b>	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
<b>Managing-self</b>	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and

	recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
<b>Setting goals</b>	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
<b>Using technology tools responsibly</b>	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

<b>SEL Competencies and Activities</b>		
<b>SEL Competency</b>	<b>Examples Practices</b>	<b>Content Specific Activity and Approach to SEL</b>
<ul style="list-style-type: none"> <li>● <b>Self Awareness</b></li> <li>● Self Management</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Responsible Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>● Clearly state classroom rules</li> <li>● Provide students with specific feedback regarding academics and behavior</li> <li>● Offer different ways to demonstrate understanding</li> <li>● Create opportunities for students to self-advocate</li> <li>● Check for student understanding/feelings about performance</li> <li>● Check for emotional well-being</li> <li>● Facilitate understanding of students strengths and challenges</li> </ul>	<p><a href="#">Feelings Wheel</a></p> <p><a href="#">Positive Self Talk</a></p>
<ul style="list-style-type: none"> <li>● Self Awareness</li> <li>● <b>Self Management</b></li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Responsible Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to take pride/ownership in their work</li> <li>● Encourage students to reflect and adapt to classroom situations</li> <li>● Assist students with being ready in the classroom</li> <li>● Assist students with managing their own emotional states</li> </ul>	<p><a href="#">WOOP Goal Setting</a></p> <p><a href="#">Positive Pivot Scale</a></p>

<ul style="list-style-type: none"> <li>● Self Awareness</li> <li>● Self Management</li> <li>● <b>Social Awareness</b></li> <li>● Relationship Skills</li> <li>● Responsible Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage students to think on the perspective of others</li> <li>● Assign appropriate groups</li> <li>● Help students to think about social strengths</li> <li>● Provide specific feedback on social skills</li> <li>● <b>Model</b> positive social awareness through metacognition strategies</li> </ul>	<a href="#">The Listening Circle</a>
<ul style="list-style-type: none"> <li>● Self Awareness</li> <li>● Self Management</li> <li>● Social Awareness</li> <li>● <b>Relationship Skills</b></li> <li>● Responsible Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>● Engage families and community members</li> <li>● Model effective questioning and responding to students</li> <li>● Plan for project-based learning</li> <li>● Assist students with discovering individual strengths</li> <li>● Model and promote respecting differences</li> <li>● Model and promote active learning</li> <li>● Help students develop communication skills</li> <li>● Demonstrate value for a diversity of opinions</li> </ul>	<a href="#">Count Me Down</a>  <a href="#">Rose, Bud, Thorn</a>
<ul style="list-style-type: none"> <li>● Self Awareness</li> <li>● Self Management</li> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● <b>Responsible Decision Making</b></li> </ul>	<ul style="list-style-type: none"> <li>● Support collaborative decision making for academics and behavior</li> <li>● Foster student-centered discipline</li> <li>● Assist students in step-by-step conflict resolution process</li> <li>● Foster student independence</li> <li>● Model fair and appropriate decision making</li> <li>● Teach good citizenship</li> </ul>	<a href="#">POOCH Protocol</a>

Modifications for 504 Students	Modifications for Special Education	Modifications for English Language Learners	Modifications for Gifted Students
<ul style="list-style-type: none"> <li>○ Extra time to complete assigned work and assessments</li> <li>○ Shorten assignments/work periods</li> <li>○ Simplify complex directions</li> <li>○ Break long assignments into smaller parts</li> </ul>	<ul style="list-style-type: none"> <li>○ Chunk long term assignments into smaller units</li> <li>○ Previewing information/material/vocabulary</li> <li>○ Mnemonics</li> </ul>	<p>All WIDA Resources can be found at this link:  <a href="https://wida.wisc.edu/resources">https://wida.wisc.edu/resources</a></p>	<ul style="list-style-type: none"> <li>○ Modify activities / assignments / projects / assessments</li> <li>○ Provide an option for alternative activities /</li> </ul>

<ul style="list-style-type: none"> <li>○ Assist student in setting short term goals</li> <li>○ Pair written instructions with oral instructions</li> <li>○ Provide rubrics and checklists</li> <li>○ Adjust Pacing of Content</li> <li>○ Small Group Intervention/Remediation</li> <li>○ Individual Intervention/Remediation</li> <li>○ Guided Notes/Graphic Organizers</li> </ul> <p><b>*Based on 504 Plan</b></p>	<ul style="list-style-type: none"> <li>○ Use of preferred response mode (e.g., written, dictated, or oral)</li> <li>○ Use of graphic organizers and outlines</li> <li>○ Hands-on, multimodal activities</li> <li>○ Use of color coding, highlighting, or underlining</li> <li>○ Study or research guides</li> <li>○ Real-life applications</li> <li>○ Provide rubrics and checklists</li> </ul> <p><b>*Based on IEP</b></p>		<p>assignments and projects / assessments</p> <ul style="list-style-type: none"> <li>○ Modify Content</li> <li>○ Adjust Pacing of Content</li> <li>○ Small Group Enrichment</li> <li>○ Individual Enrichment</li> <li>○ Higher-Level Text</li> </ul>
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### Diversity and Inclusion

*Teacher should incorporate where appropriate.*

- [Sample Lessons](#)
- **Physical Education:**
  - Use of inclusive language in verbal and written directions
  - Incorporate adaptive physical education activities when needed
  - Use of peer buddies and/or Intentional pairing of students
  - Multi-sensory play and activities
  - Allow for use of headphones when needed
  - Being mindful of volume in room
  - Contribute to group goals by actively sharing responsibility
  - Foster diverse student relationships
  - Demonstrate positive leaderships in group activities through words and actions
  - Encourage teammates in a positive manner (model language to class)
  - Ensure that all experiences and interactions are handled with fairness and justice
  - Discuss Special Olympics and famous athletes
- **Health:**
  - pairing of students

- Allow for use of headphones when needed
- Remain mindful of volume in the room
- Foster diverse student relationships
- Demonstrate positive leadership roles in group activities through words and actions
- Ensure historically underrepresented and marginalized identities and voices are present and equitably depicted in your course by means of guest speaker, case study, student voice, readings, etc.
- Discuss topics and current events regarding age-appropriate public health concerns
- Research and discuss prominent underrepresented and/or marginalized figures in public health roles
- Analyze how and why public health concerns affect underserved and marginalized populations differently
- Integrate SEL into activities and discussions

### Professional Resources

- [Marzano Focused Model](#)
- [NJ Physical Education and Health Standards and Resources](#)

### Modifications for Student at Risk of Academic Failure

- Pair visual prompts with verbal presentations.
- Ask students to restate information, directions, and assignments.
- Repetition and practice.
- Model skills / techniques to be mastered.
- Extended time to complete class work.
- Provide a copy of class notes.
- Peer Support
- Increase one on one time
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given.
- <https://www.interventioncentral.org/response-to-intervention>

### Integration of Technology

- Laptops
- Smart TV

- Google Drive Platforms
- Zoom
- Websites used throughout the unit (ex. Kahoot, polls.com, etc.)

### **Standard 8: Computer Science and Design Thinking**

The study of these disciplines focuses on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues.

#### **8.1 Computer Science**

- This standard outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.
- [Link to Standards](#)

#### **8.2 Design Thinking**

- This standard outlines the technological design concepts and skills essential for technological and engineering literacy. This standard includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.
- [Link to Standards](#)