

# Cumberland County Charter School Network

Vineland, Millville, and Bridgeton Public Charter Schools

## NJ Physical Education Curriculum – 3rd-5th 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: 3-5**  
**By The End of Grade: 5**

Disciplinary Concept	Core Idea	Performance Expectations
<b>Personal Growth and Development</b>	<p>Health is influenced by the interaction of body systems.</p> <p>Puberty is a time of physical, social, and emotional changes.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.5.PGD.1:</b> Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</li> <li>● <b>2.1.5.PGD.2:</b> Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>● <b>2.1.5.PGD.3:</b> Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</li> <li>● <b>2.1.5.PGD.4:</b> Explain common human sexual development and the role of hormones (e.g., feelings, mood swings, timing of pubertal onset).</li> <li>● <b>2.1.5.PGD.5:</b> Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</li> </ul>
<b>Pregnancy and Parenting</b>	<p>Pregnancy can be achieved through alternative methods.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.5.PGD.1:</b> Explain reproduction</li> <li>● <b>2.1.5.PGD.2:</b> Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</li> </ul>
<b>Emotional Health</b>	<p>Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</p> <p>Resilience and coping practices influence an individual’s ability</p>	<ul style="list-style-type: none"> <li>● <b>2.1.5.EH.1:</b> Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● <b>2.1.5.EH.2:</b> Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>● <b>2.1.5.EH.3:</b> Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>● <b>2.1.5.EH.4:</b> Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li> </ul>

	to respond positively to everyday challenges and difficult situations.	
<b>Social and Sexual Health</b>	<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p> <p>Family members impact the development of their children physically, socially and emotionally.</p> <p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<ul style="list-style-type: none"> <li>● <b>2.1.5.SSH.1:</b> Describe gender-role stereotypes and their potential impact on self and others.</li> <li>● <b>2.1.5.SSH.2:</b> Differentiate between sexual orientation and gender identity.</li> <li>● <b>2.1.5.SSH.3:</b> Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</li> <li>● <b>2.1.5.SSH.4:</b> Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>● <b>2.1.5.SSH.5:</b> Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> <li>● <b>2.1.5.SSH.6:</b> Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● <b>2.1.5.SSH.7:</b> Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul>
<b>Community Health Services and Support</b>	<p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p> <p>Individuals will benefit from an awareness of coping strategies that</p>	<ul style="list-style-type: none"> <li>● <b>2.1.5.CHSS.1:</b> 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).</li> <li>● <b>2.1.5.CHSS.2:</b> Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</li> <li>● <b>2.1.5.CHSS.3:</b> Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul>

	can be used when facing difficult situations.	
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<b>Standard</b>
<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>● Health is influenced by the interaction of body systems.</li> <li>● Puberty is a time of physical, social, and emotional changes.</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?</li> </ul>
<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>● <b>2.1.5.PGD.1:</b> Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</li> <li>● <b>2.1.5.PGD.2:</b> Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>● <b>2.1.5.PGD.3:</b> Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</li> <li>● <b>2.1.5.PGD.4:</b> Explain common human sexual development and the role of hormones.</li> <li>● <b>2.1.5.PGD.5:</b> Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</li> </ul>
<b>Lesson Objectives</b>

### (What Students Will Know and Be Able to Do)

- Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- Determine the relationship of personal health practices and behaviors on an individual's body systems.
- Explain how health data can be used to assess and improve each dimension of personal wellness.
- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
- Explain how health data can be used to assess and improve each dimension of personal wellness.
- Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)
- 3 Circle Venn Diagram to Compare 3 parts of health
- Compare and Contrast healthful and risky behavior
- Personal Hygiene Chart or Log
- Sleep Log
- Create a Kids Hygiene Magazine Collages of health care products
- Tooth Enamel Experiment (eggshell to simulate enamel)
- Visits by dentist
- Diagram eyes, ears, etc.

### Supplementary Resources

- Textbook
- United Streaming
- [www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)
- Brainpop and Brainpop Jr.
- Enchanted Learning
- YouTube videos/Movies Related to Topics
- General Internet Resources/Websites Related to Topics
- The Magic School Bus Explores the Human Body CD

- [www.mhschool.com](http://www.mhschool.com)
- [WWW.mhschool.com](http://WWW.mhschool.com) [WWW.ada.org](http://WWW.ada.org) <http://deafworldweb.org/dww/>
- [WWW.healthtouch.com](http://WWW.healthtouch.com)
- [health.glencoe.com](http://health.glencoe.com)
- [Gonoodle.com](http://Gonoodle.com)
- NewsELA
- Reading A-Z

### Content Vocabulary

physical health	emotional & intellectual health	
social health	healthful	ophthalmologist
risk	responsible	audiologist
behavior	attitude	sunscreen
posture	enamel	rapid eye movement
plaque	cavity	lens
tartar	fluoride	cell
vision	eardrum	follicle
nearsighted	farsighted	cleanliness
epidermis	pore	gingivitis
dermis	gland	cornea
hygiene	grooming	retina
melanin	pupil	decibel

### 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
  - Multimedia Presentations

- Research Projects
- Pictorial prompts/ responses Verbal/ Written responses
- Problem-based Learning Projects
- Internet activities/Web Quests
- Open-ended responses
- Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
- Questioning Prompts
- Oral presentations

### Performance Task Options/Alternative Assessments

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

### Cross Curricular Integration

- **English Language Arts:**
  - Read and respond to informational text
  - Use glossary and index to locate information in text
  - Vocabulary development
  - Research Information
  - Making Inferences/Using Text evidence
  - Journal Writing
  - Written response to lesson questions
  - Writing text to accompany projects
- **Math:**
  - Read and interpret graphs & charts
  - Collect and organize data
  - Represent and classify data according to attributes (Venn Diagrams)
  - Recognizing and describing changes in quantities
- **Technology:**
  - Multimedia presentations
  - Research health topics specific to chapter using internet sources

### Standard

- **2.1 Personal and Mental Health**

### Disciplinary Concept

- **Pregnancy and Parenting**

### Core Idea

- Pregnancy can be achieved through a variety of methods.

### 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 lead a healthy lifestyle?

### Performance Expectations

- 2.1.5.PGD.1: Explain reproduction.
- **2.1.5.PGD.2:** Explain alternate ways pregnancy can occur (e.g., IVF, surrogacy).

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
- Relate the health of the birth mother to the development of a healthy fetus.
- Compare and contrast how families may change over time.
- Analyze the characteristics of healthy friendships and other relationships.
- Examine the types of relationships adolescents may experience.
- Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- Compare and contrast the role of dating and dating behaviors in adolescents.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets



- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Fifth grade puberty video - see school nurse

### Supplementary Resources

- Textbook
- Brainpop and Brainpop Jr.
- Enchanted Learning
- YouTube/Movies
- General Internet Resources
- United Streaming.com
- Health.glencoe.com
- Health Care Professionals
- NewsELA
- Reading A-Z

### Content Vocabulary

fertilization          cells  
 fetus          embryo  
 pregnancy    birth development    reproduce    Prenatal          fetal development    Embryo development

### 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
  - Multimedia Presentations

- Research Projects
- Pictorial prompts/ responses Verbal/ Written responses
- Problem-based Learning Projects
- Internet activities/Web Quests
- Open-ended responses
- Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
- Questioning Prompts
- Oral presentations

### Performance Task Options/Alternative Assessments

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

### Cross Curricular Integration

- **Language Arts:**
  - Picture book read aloud-listening for comprehension
  - Read and respond to informational text
  - Use glossary and index to locate information in text
  - Vocabulary development
  - Research Information
  - Making Inferences / Using text evidence
  - Written response to lesson questions
  - Writing text to accompany projects
- **Math:**
  - Read and interpret graphs & charts
  - Represent and classify data according to attributes
- **Technology:**
  - Multimedia presentations
  - Research health topics specific to chapter using internet sources
- **Science:**
  - Life Cycle of human beings

### Standard

- **2.1 Personal and Mental Health**

### Disciplinary Concept

- **Emotional Health**

### Core Idea

- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

### 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 like yourself and others?

### Performance Expectations

- **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.

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Compare and contrast how individuals and families attempt to address basic human needs.
- Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
- Determine ways to cope with rejection, loss, and separation.
- Summarize the causes of stress and explain ways to deal with stressful situations.
- Examine how personal assets and protective factors support healthy social and emotional development.

- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)
- Guidance Office Presentations
- Tolerance and Diversity Week Presentations and Lessons
- Character Education Posters & Picture Books
- Charting your emotions, Writing about emotions
- **Read Aloud Suggestions:**
  - *Chester Raccoon and the Acorn Full of Memories*
  - *Grandma's Gone to Live in the Stars*
  - *The Tenth Good Thing About Barney*
  - *Who's in a Family*
  - *Oliver's High Five*

### Supplementary Resources

- Textbook
- United Streaming
- Brainpop
- Enchanted Learning
- YouTube videos/Movies Related to Topics
- General Internet Resources/Websites Related to Topics
- 6 Pillars of Education Website
- Leader in Me
- Guidance Counselor
- Health.glencoe.com
- NewsELA
- Reading A-Z

## Content Vocabulary

self-concept	personality
self-esteem	need
appreciate	consideration
cooperation	influence
emotion	conflict
resolve	compromise
stress	stressor
family	responsibilities
right	privilege
interact	respect
communication	trustworthy
violence	weapon
Risk behavior	resolution
Distress	

## 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
  - Multimedia Presentations
  - Research Projects
  - Pictorial prompts/ responses Verbal/ Written responses
  - Problem-based Learning Projects
  - Internet activities/Web Quests
  - Open-ended responses
  - Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
  - Questioning Prompts

- Oral presentations

### Performance Task Options/Alternative Assessments

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

### Cross Curricular Integration

- **English Language Arts:**
  - Read and respond to informational text
  - Use glossary and index to locate information in text
  - Vocabulary development
  - Research Information
  - Making Inferences/Using Text Evidence
  - Journal Writing
  - Written response to lesson questions
  - Writing text to accompany projects
- **Math:**
  - Read and interpret graphs & charts
  - Collect and organize data
- **Technology:**
  - Multimedia presentations
  - Research health topics specific to chapter using internet sources
- **Social Studies:**
  - Describe situations in which people from diverse backgrounds work together to solve common problems

### Standard

- **2.1 Personal and Mental Health**

### Disciplinary Concept

- **Social and Sexual Health**

### Core Idea

- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.

### 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 like yourself and others?

### Performance Expectations

- **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.

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Compare and contrast how individuals and families attempt to address basic human needs.
- Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
- Determine ways to cope with rejection, loss, and separation.
- Summarize the causes of stress and explain ways to deal with stressful situations.
- Examine how personal assets and protective factors support healthy social and emotional development.
- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

## Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Vocabulary Extensions:
  - word maps, journals, notebooks, posters, flip books, word splash, etc
- Guidance Office Presentations
- Tolerance and Diversity Week Presentations and Lessons
- Character Education Posters & Picture Books
- Charting your emotions, Writing about emotion
- **Read Aloud**
  - *Chester Raccoon and the Acorn Full of Memories*
  - *Grandma's Gone to Live in the Stars*
  - *The Tenth Good Thing About Barney*
  - *Who's in a Family*
  - *Oliver's High Five*
- **By the end of grade three:**
  - Social Studies- Immigration Lessons, Cultural Mosaic lessons
  - Language Arts-Literature examples: Helen Keller
- **By the end of grade four:**
  - Language Arts- Literature examples
  - Self-Esteem Contract

## Supplementary Resources

- Textbook
- United Streaming
- Brainpop and Brainpop Jr.
- Enchanted Learning
- YouTube / Movies
- General Internet Resources
- Leader in Me
- Guidance Counselor



## Content Vocabulary

self-concept	personality				
self-esteem	need				
appreciate	consideration				
cooperation	influence				
emotion	conflict				
resolve	compromise				
stress	stressor				
family	responsibilities				
right	privilege				
interact	respect				
communication	trustworthy violence	weapon	Risk behavior	resolution	Distress

## 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
  - Multimedia Presentations
  - Research Projects
  - Pictorial prompts/ responses Verbal/ Written responses
  - Problem-based Learning Projects
  - Internet activities/Web Quests
  - Open-ended responses
  - Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
  - Questioning Prompts
  - Oral presentations

## Performance Task Options/Alternative Assessments

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

**Cross Curricular Integration**

- **Language Arts:**
  - Read and respond to informational text
  - Use glossary and index to locate information in text
  - Vocabulary development
  - Research Information
  - Making Inferences / Using text evidence
  - Journal Writing
  - Written response to lesson questions
  - Writing text to accompany projects
- **Math:**
  - Read and interpret graphs & charts
  - Collect and organize data
- **Technology:**
  - Multimedia presentations
  - Research health topics specific to chapter using internet sources
- **Social Studies:**
  - Describe situations in which people from diverse backgrounds work together to solve common problems

**Standard**

- **2.1 Personal and Mental Health**

**Disciplinary Concept**

- **Community Health Services and Support**

**Core Idea**

- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable

information.

- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

### **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**

- **2.1.5.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.

### **Lesson Objectives**

(What Students Will Know and Be Able to Do)

- Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
- Explain when and how to seek help when experiencing a health problem.

### **Active Learning Engagement/Suggested Activities**

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Visits from Local Health Care Professionals

### **Supplementary Resources**

- Textbook
- United Streaming
- Brainpop and Brainpop Jr.
- Enchanted Learning
- General Internet Resources and Websites Related to Topics
- YouTube videos/Movies Related to Topics
- Health Care Professionals
- Glencoe.com
- NewsELA
- Reading A-Z

### Content Vocabulary

health care	clinic
hospitals	doctors
outpatient	health department
immunizations	outbreak
specialist	facility
Certified	Evaluate
Health Resources	

### 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
  - Multimedia Presentations
  - Research Projects
  - Pictorial prompts/ responses Verbal/ Written responses
  - Problem-based Learning Projects

- Internet activities/Web Quests
- Open-ended responses
- Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
- Questioning Prompts
- Oral presentations

### Performance Task Options/Alternative Assessments

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

### Cross Curricular Integration

- **English Language Arts:**
  - Read and respond to informational text
  - Use glossary and index to locate information in text
  - Vocabulary development
  - Research development
  - Research Information
  - Making Inferences/Using Text Evidence
  - Journal Writing
  - Written response to lesson questions
  - Writing text to accompany projects
- **Math:**
  - Read and interpret graphs & charts
  - Collect and organize data
  - Represent and classify data according to attributes (Venn Diagrams)
  - Recognizing and describing changes in quantities
- **Technology:**
  - Multimedia presentations
  - Research health topics specific to chapter using internet sources
- **Social Studies:**
  - Local, State, & Federal organizations



**Standard Overview: 2.2 Physical Wellness**

**Grade Span: 3-5**

**By The End of Grade: 5**

Disciplinary Concept	Core Idea	Performance Expectations
<p><b>Movement Skills and Concepts</b></p>	<p>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</p> <p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>	<ul style="list-style-type: none"> <li>● <b>2.2.5.MSC.1:</b> Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</li> <li>● <b>2.2.5.MSC.2:</b> Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● <b>2.2.5.MSC.3:</b> Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</li> <li>● <b>2.2.5.MSC.4:</b> Develop the necessary body control to improve stability and balance during movement and physical activity.</li> <li>● <b>2.2.5.MSC.5:</b> Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</li> <li>● <b>2.2.5.MSC.6:</b> Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</li> <li>● <b>2.2.5.MSC.7:</b> Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul>
<p><b>Physical Fitness</b></p>	<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g.,</p>	<ul style="list-style-type: none"> <li>● <b>2.2.5.PF.1:</b> Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</li> <li>● <b>2.2.5.PF.2:</b> Accept and respect others of all skill levels and abilities during participation.</li> </ul>

	speed, agility, endurance, strength, balance).	<ul style="list-style-type: none"> <li>● <b>2.2.5.PF.3:</b> Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</li> <li>● <b>2.2.5.PF.4:</b> Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>● <b>2.2.5.PF.5:</b> Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> </ul>
<b>Lifelong Fitness</b>	<p>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p> <p>Personal and community resources can support physical activity.</p>	<ul style="list-style-type: none"> <li>● <b>2.2.5.LF.1:</b> Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>● <b>2.2.5.LF.2:</b> Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> <li>● <b>2.2.5.LF.3:</b> Proactively engage in movement and physical activity for enjoyment individually or with others.</li> <li>● <b>2.2.5.LF.4:</b> Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</li> <li>● <b>2.2.5.LF.5:</b> Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> </ul>
<b>Nutrition</b>	<p>Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.</p>	<ul style="list-style-type: none"> <li>● <b>2.2.5.N.1:</b> Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>● <b>2.2.5.N.2:</b> Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>● <b>2.2.5.N.3:</b> Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> </ul>

**Standard**



<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>● Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</li> <li>● Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</li> <li>● Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</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> <li>● How does the understanding of movement concepts translate to the execution of movement?</li> </ul>
<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>● <b>2.2.5.MSC.1:</b> Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</li> <li>● <b>2.2.5.MSC.2:</b> Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● <b>2.2.5.MSC.3:</b> Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</li> <li>● <b>2.2.5.MSC.4:</b> Develop the necessary body control to improve stability and balance during movement and physical activity.</li> <li>● <b>2.2.5.MSC.5:</b> Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</li> <li>● <b>2.2.5.MSC.6:</b> Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</li> </ul>

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

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- Correct movement errors in response to feedback and explain how the change improves performance.
- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

### 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 3:**

- Activities related to:
  - Lead up games that support traditional sport skills:
    - Soccer; Basketball; Volleyball; Softball; Hockey
  - Activities that support lifetime/wellness skills:
    - Jump rope (individual, group, bands); Walking club; Traditional versus non-traditional dances
  - Recreational activities:
    - Badminton; Pickle Ball; Frisbee; Cooperative games; Bowling; Juggling; Kickball

**By the end of grade 4:**

- Activities related to:
  - Lead up games that support traditional sport skills:

- Soccer; Basketball; Volleyball; Softball; Hockey
- Activities that support lifetime/wellness skills:
  - Jump rope (individual, group, bands); Walking club; Traditional versus non-traditional dances
- Recreational activities:
  - Badminton; Pickle Ball; Frisbee; Cooperative games; Bowling; Juggling; Kickball

**By the end of grade 5:**

- Activities related to:
  - Modified sport games that continue to support traditional sport skills:
    - Soccer; Basketball; Softball; Hockey
  - Activities that support lifetime/wellness skills:
    - Walking club; Jump rope; Yoga
  - Recreational Activities:
    - Badminton; Pickle Ball; Frisbee; Cooperative games; Bowling; Juggling; Kickball

### Supplementary Resources

- Action for Health Kids – [www.actionforhealthykids.org](http://www.actionforhealthykids.org)
- Alliance for a Healthier Generation – [www.healthiergeneration.org](http://www.healthiergeneration.org)
- American Alliance for Health, Physical Education, Recreation and Dance – [www.aahperd.org](http://www.aahperd.org)
- American Heart Association – [www.americanheart.org](http://www.americanheart.org)
- American Red Cross – [www.redcross.org](http://www.redcross.org)
- Body and Mind – [www.bam.gov/](http://www.bam.gov/)
- Center for Disease Control (CDC) – [www.cdc.gov](http://www.cdc.gov)
- Comprehensive Health Education Foundation (C.H.E.F.) – [www.chef.org](http://www.chef.org)
- Coordinated Approach to Child Health (C.A.T.C.H.) – [www.flaghouse.com](http://www.flaghouse.com)
- Dance Dance Revolution – [www.ddrgame.com](http://www.ddrgame.com)
- Education World – [www.educationalworld.com](http://www.educationalworld.com)
- Flaghouse Sporting Goods – [www.flaghouse.com](http://www.flaghouse.com)
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- Great Activities Newspaper – [www.greatactivities.net](http://www.greatactivities.net)
- Health Teacher Lessons – [www.healthteacher.com](http://www.healthteacher.com)
- Healthy School Playgrounds – [www.peacefulplaygrounds.com](http://www.peacefulplaygrounds.com)
- Human Kinetics – [www.humankinetics.com](http://www.humankinetics.com)
- Inspiration/Kidspiration – [www.inspiration.com](http://www.inspiration.com)
- KaBOOM – [www.kaboom.org](http://www.kaboom.org)
- New Jersey Association for Health, Physical Education, Recreation and Dance - [www.njahperd.org](http://www.njahperd.org)

- New Jersey Department of Education – [www.state.nj.us/education](http://www.state.nj.us/education)
- PE Central – [www.pecentral.org](http://www.pecentral.org); [www.pelogit.org](http://www.pelogit.org)
- Project A.C.E.S. (All Children Exercising Simultaneously) – [www.projectaces.com](http://www.projectaces.com)
- Project USE – [www.projectadventure.com](http://www.projectadventure.com)
- Small Steps Nutritional Plans – [www.smallstep.gov](http://www.smallstep.gov)
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – [www.sportime.com](http://www.sportime.com)
- Team Nutrition – [www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)
- Teen Health – [www.teenhealth.org](http://www.teenhealth.org)
- The President’s Council on Physical Fitness and Sport – [www.presidentschallenge.org](http://www.presidentschallenge.org)
- [www.fitness.gov](http://www.fitness.gov)
- United Streaming – [www.unitedstreaming.com](http://www.unitedstreaming.com)
- US Department of Health and Human Services – [www.HHS.gov](http://www.HHS.gov)

### Content Vocabulary

rhythm                      aerobic routine  
tempo                        pathways  
folk dance                 choreography  
force                         flow  
motion                      range of motion  
gravity                      personal space  
energy                      general space  
Movement Skills (Sport Specific)  
Skill Combination(s)  
movement sequence (dance specific/sport specific)  
principles of force  
principles of motion

### Assessments

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

- Activity Checklist
- Activity Benchmarks
- Quizzes/Assessments – Verbal and Written
- Skill Performance
- Group and/or Team Performance
- Individual Performance
- Monthly Marathon Run
- PE Challenge Tasks
- Fitnessgram Challenge
- Class Preparation
- Teacher made rubrics
- Projects & Class work
- Performance in group and individual hands-on activities
- Oral presentations / Multimedia Presentations / Research Projects
- Web Quests & Internet activities
- Students responses to questioning techniques using the levels of Bloom’s Taxonomy/Questioning
- Questioning Prompts

**Performance Task Options/Alternative Assessments**

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

**Cross Curricular Integration**

- English Language Arts Speaking and Listening
- Science and Technology
- Visual and Performing Arts Creation
- Performance Visual and Performing Arts Critique
- World Languages Communication

**Standard**

<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>Physical Fitness</b></li> </ul>
<b>Core Idea</b>
<ul style="list-style-type: none"> <li>● The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</li> </ul>
<b>Big Idea/Enduring Understanding</b>
<ul style="list-style-type: none"> <li>● Lifetime fitness depends upon understanding how each fitness component is developed and measured.</li> <li>● Design and implement a personal fitness plan that supports a healthy, active lifestyle.</li> </ul>
<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● How can I design and implement a personal fitness plan?</li> </ul>
<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>● <b>2.2.5.PF.1:</b> Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</li> <li>● <b>2.2.5.PF.2:</b> Accept and respect others of all skill levels and abilities during participation.</li> <li>● <b>2.2.5.PF.3:</b> Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</li> <li>● <b>2.2.5.PF.4:</b> Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>● <b>2.2.5.PF.5:</b> Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> </ul>
<b>Lesson Objectives</b> (What Students Will Know and Be Able to Do)
<ul style="list-style-type: none"> <li>● Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</li> <li>● Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>● Develop a health-related fitness goal and track progress using health/fitness indicators.</li> <li>● Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</li> </ul>

- Analyze the social, emotional, and health benefits of selected physical experiences.
- Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- Relate physical activity, healthy eating, and body composition to personal fitness and health.
- Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.
- Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.

### 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 three:***
  - 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 four:***
  - 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 five:***
  - Activities related to physical fitness:
    - PACER Test

- Curl Up Test
- Pushups
- Back-saver Sit and Reach Test

### Supplementary Resources

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- [www.fitness.gov](http://www.fitness.gov)



- [United Streaming](http://www.unitedstreaming.com) – [www.unitedstreaming.com](http://www.unitedstreaming.com)
- US Department of Health and Human Services – [www.HHS.gov](http://www.HHS.gov)
- NewsELA
- Reading A-Z

### Content Vocabulary

heredity	<u>Skill Related Fitness Components</u>
training	speed
diet	agility
warm up	balance
cool down	coordination
	reaction time
	power
<b>Health Related Components</b>	
cardiovascular fitness	
body composition	<u>Human Body Systems</u>
flexibility	digestive
muscular strength	respiratory
muscular endurance	circulatory musculoskeletal excretory
<u>Training Principles (FIT)</u> frequency	intensity Time

### 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
- Class Preparation
- Heart Rate Monitors Activity
- Monitors / Pedometers
- Direct Observational Measures
- Self Report Instruction
- Classroom discussions

### 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

- Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
- Personal and community resources can support physical activity.

### **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 I design and implement a personal fitness plan?

### **Performance Expectations**

- **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.

### **Lesson Objectives**

(What Students Will Know and Be Able to Do)

- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
- Develop a health-related fitness goal and track progress using health/fitness indicators.
- Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

### **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 three:***
  - 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 four:***
  - 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
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- ***By the end of grade five:***
  - Activities related to physical fitness:
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- Inspiration/Kidspiration – [www.inspiration.com](http://www.inspiration.com)
- KaBOOM – [www.kaboom.org](http://www.kaboom.org)
- New Jersey Association for Health, Physical Education, Recreation and Dance - [www.njahperd.org](http://www.njahperd.org)
- New Jersey Department of Education – [www.state.nj.us/education](http://www.state.nj.us/education)
- PE Central – [www.pecentral.org](http://www.pecentral.org); [www.pelogit.org](http://www.pelogit.org)
- Project A.C.E.S. (All Children Exercising Simultaneously) – [www.projectaces.com](http://www.projectaces.com)
- Project USE – [www.projectadventure.com](http://www.projectadventure.com)
- Small Steps Nutritional Plans – [www.smallstep.gov](http://www.smallstep.gov)
- Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – [www.sportime.com](http://www.sportime.com)
- Team Nutrition – [www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)
- Teen Health – [www.teenhealth.org](http://www.teenhealth.org)
- The President’s Council on Physical Fitness and Sport – [www.presidentschallenge.org](http://www.presidentschallenge.org)
- [www.fitness.gov](http://www.fitness.gov)
- United Streaming – [www.unitedstreaming.com](http://www.unitedstreaming.com)
- US Department of Health and Human Services – [www.HHS.gov](http://www.HHS.gov)
- NewsELA
- Reading A-Z

### Content Vocabulary

heredity  
training  
diet  
warm up  
cool down

#### Health Related Components

Skill Related Fitness Components  
speed  
agility  
balance  
coordination  
reaction time  
power

cardiovascular fitness	
body composition	<u>Human Body Systems</u>
flexibility	digestive
muscular strength	respiratory
muscular endurance	circulatory musculoskeletal excretory
<u>Training Principles (FITT)</u>	
frequency	
intensity	
Time	
Type	

### 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
  - Class Preparation
  - 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

- **Nutrition**

### Core Idea

- Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.

### 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

- **2.2.5.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.

**Lesson Objectives**  
(What Students Will Know and Be Able to Do)

- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps a body system functioning effectively.
- Differentiate between healthy and unhealthy eating patterns.
- Create a healthy meal based on nutritional content, value, calories, and cost.
- Interpret food product labels based on nutritional content.
- Determine factors that influence food choices and eating patterns.
- Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- Compare and contrast nutritional information on similar food products in order to make informed choices.

**Active Learning Engagement/Suggested Activities**

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Vocabulary Extensions:
  - word maps, journals, notebooks, posters, flip books, word splash, etc
- Food Pyramid
  - MyPyramid.gov activities/ Choosemyplate.gov
- Food Logs
- Creating a Food Pyramid (posters, collages, etc.)
- Healthy Snack Picnic
- Food Label investigations
- **By the end of grade three:**
  - Creating healthy food ads
  - Health Conscious Comic Book
  - Create healthy menu



- **By the end of grade four/five:**
  - Serving Size Math Problems
  - Nutrient Posters or charts
  - Food Crime Scene Investigation for food safety-role playing
  - Persuasive writing: selling healthy food choices

### Supplementary Resources

- Textbook
- United Streaming
- [www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)
- Brainpop
- Enchanted Learning
- YouTube/ Movies
- General Internet Resources
- National Dairy Council: [www.dairyinfo.com](http://www.dairyinfo.com)
- Food & Nutrition Information Education Resource Center: <http://www.nalusda.gov/fnic/>
- My Pyramid: [www.mypyramid.gov/](http://www.mypyramid.gov/) [ChooseMyPlate.gov](http://ChooseMyPlate.gov)
- School Nurse
- School Cafeteria Employee [www.choosemyplate.gov](http://www.choosemyplate.gov)
- NewsELA
- Reading A-Z

### Content Vocabulary

nutrient	proteins	caloric expenditure	anorexia nervosa	carbohydrates	fats	bulimia
vitamins	food group	saturated fats	food guide	pyramid	balanced diet	
preservative	serving	food label	contamination			
ingredient	additive	fad diet				
calorie	deficiency disease	media				
anemia	spoil	processed foods				
bacteria	mold	perishable				
Unsaturated fats	botulism	caloric intake				

### 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
  - Multimedia Presentations
  - Research Projects
  - Pictorial prompts/ responses Verbal/ Written responses
  - Problem-based Learning Projects
  - Internet activities/Web Quests
  - Open-ended responses
  - Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
  - Questioning Prompts
  - Oral presentations

#### Performance Task Options/Alternative Assessments

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

#### Cross Curricular Integration

- **Language Arts:**
  - Read and respond to informational text
  - Use glossary and index to locate information in text
  - Vocabulary development
  - Research Information
  - Making Inferences / using text evidence
  - Journal Writing
  - Written response to lesson questions
  - Writing text to accompany projects

- Persuasive Writing
- **Math:**
  - Read and interpret graphs & charts
  - Collect and organize data
  - Represent and classify data according to attributes (Venn Diagrams)
  - Recognizing and describing changes in quantities
  - Understand the everyday objects have a variety of attributes
  - Data Analysis (building food guide pyramid, Daily Percent Values, reading food labels) Problem Solving (Caloric intake problems)
- **Technology:**
  - Multimedia presentations
  - Research health topics specific to chapter using internet sources
- **Science:**
  - Food Chain
  - Nutritional value of vitamins and minerals

**Standard Overview: 2.3 Safety**  
**Grade Span: 3-5**  
**By The End of Grade: 5**

Disciplinary Concept	Core Idea	Performance Expectations
<b>Personal Safety</b>	<p>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p> <p>There are strategies that individuals can use to communicate safely in an online environment.</p> <p>Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</p>	<ul style="list-style-type: none"> <li>● <b>2.3.5.PS.1:</b> Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● <b>2.3.5.PS.2:</b> Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</li> <li>● <b>2.3.5.PS.3:</b> Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</li> <li>● <b>2.3.5.PS.4:</b> Develop strategies to safely communicate through digital media with respect.</li> <li>● <b>2.3.5.PS.5:</b> Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</li> <li>● <b>2.3.5.PS.6:</b> Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation.</li> </ul>
<b>Health Conditions, Diseases, and Medicines</b>	<p>There are actions that individuals can take to help prevent diseases and stay healthy.</p>	<ul style="list-style-type: none"> <li>● <b>2.3.5.HCDM.1:</b> Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● <b>2.3.5.HCDM.2:</b> Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>● <b>2.3.5.HCDM.3:</b> Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</li> </ul>
<b>Alcohol, Tobacco and other Drugs</b>	<p>The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have</p>	<ul style="list-style-type: none"> <li>● <b>2.3.5.ATD.1:</b> Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>● <b>2.3.5.ATD.2:</b> Describe health concerns associated with e-cigarettes,</li> </ul>

	<p>unintended consequences.</p> <p>Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.</p>	<p>vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</p> <ul style="list-style-type: none"> <li>● <b>2.3.5.ATD.3:</b> Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</li> </ul>
<b>Dependency, Substances Disorder and Treatment</b>	<p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p> <p>The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.</p>	<ul style="list-style-type: none"> <li>● <b>2.3.5.DSDT.1:</b> Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</li> <li>● <b>2.3.5.DSDT.2:</b> Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>● <b>2.3.5.DSDT.3:</b> Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</li> <li>● <b>2.3.5.DSDT.4:</b> Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</li> <li>● <b>2.3.5.DSDT.5:</b> Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</li> </ul>

<b>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>● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</li> <li>● There are strategies that individuals can use to communicate safely in an online environment</li> <li>● Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</li> </ul>

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

### **Performance Expectations**

- **2.3.5.PS.1:** Develop strategies to reduce the risk of injuries at home, school, and in the community.
- **2.3.5.PS.2:** Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- **2.3.5.PS.3:** Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- **2.3.5.PS.4:** Develop strategies to safely communicate through digital media with respect.
- **2.3.5.PS.5:** Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- **2.3.5.PS.6:** Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation.

### **Lesson Objectives**

(What Students Will Know and Be Able to Do)

- Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- Summarize the various forms of abuse and ways to get help.
- Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- Explain what to do if abuse is suspected or occurs.
- Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
- Assess when to use basic first-aid procedures.

### **Active Learning Engagement/Suggested Activities**

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Vocabulary Extensions:

- word maps, journals, notebooks, posters, flip books, word splash, etc
- Guidance Department
- Bullying Presentations
- Fire Escape Route/ Fire Drills
- Create an Emergency Plan
- Safety Posters
- Poison Control Numbers Posters for House
- Guidance Department
- Bullying Lessons
- ***By the end of grade three:***
  - Can You Help Me?, First Aid-and Fast
  - Poison Control Numbers Posters for House
  - Building a First Aid Kit
  - Charting your Emotions
- ***By the end of grade four/five:***
  - Make a Fire Escape Plan
  - Weather Safety Research

### Supplementary Resources

- Textbook
- United Streaming
- Brainpop and Brainpop Jr.
- Enchanted Learning
- YouTube / Movies
- General Internet Resources
- Creating Safe and Drug Free Schools: An Action Guide:  
[www.ed.gov/offices/OESE/ACTGUID/index.html](http://www.ed.gov/offices/OESE/ACTGUID/index.html)
- Kidsafe: [www.uoknov.edu/oupd/kidsafe/start.html](http://www.uoknov.edu/oupd/kidsafe/start.html)
- Fire Department
- SRO
- NewsELA
- Reading A-Z

### Content Vocabulary

injury

hazard

first aid	emergency			
compromise	conflict			
respectful touch	disrespectful	touch	smoke detector	fire extinguisher
life preserver	sunscreen			
sprain	blister			
abuse	bullying			
stranger	acquaintances	trusted adults		intentional injury
Violence	heat exhaustion			
Fracture	unintentional injury	Protective Equipment		bruised
Poisoned	sunstroke	puncture wound		
flammable	rescue breathing	frostbite	Paramedic	

### 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
  - Multimedia Presentations
  - Research Projects
  - Pictorial prompts/ responses Verbal/ Written responses
  - Problem-based Learning Projects
  - Internet activities/Web Quests
  - Open-ended responses
  - Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
  - Questioning Prompts
  - Oral presentations

### Performance Task Options/Alternative Assessments

- Project Based Learning



- Debates
- Google Slides or other project
- Class Discussions
- Oral Presentations

### Cross Curricular Integration

- **Language Arts:**
  - Read and respond to informational text
  - Use glossary and index to locate information in text
  - Vocabulary development
  - Research Information
  - Making Inferences / using text evidence
  - Journal Writing
  - Written response to lesson questions
  - Writing text to accompany projects
- **Math:**
  - Read and interpret graphs & charts
  - Collect and organize data
  - Represent and classify data according to attributes (Venn Diagrams)
  - Recognize, describe, extend, and create space filling patters (Emergency Plan maps)
- **Technology:**
  - Multimedia presentations
  - Research health topics specific to chapter using internet sources
- **Science:**
  - Poisonous Plants & Animal Bites and Stings
- **Social Studies:**
  - Community Resources

### Standard

- **2.3 Safety**

### Disciplinary Concept

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

### Core Idea

- There are actions that individuals can take to help prevent diseases and 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?
- How do I determine whether or not a medication will be effective?

### Performance Expectations

- **2.3.5.HCDM.1:** Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- **2.3.5.HCDM.2:** Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)
- **2.3.5.HCDM.3:** Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Explain how most diseases and health conditions are preventable.
- Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
- Explain how mental health impacts one's wellness.
- Distinguish between over-the-counter and prescription medicines.
- Determine possible side effects of common types of medicines.
- Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- Determine the impact of public health strategies in preventing diseases and health conditions.
- Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations

- Graphic Organizers
- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)
- **By the end of grade three:**
  - School Nurse– Visit-Hand washing
  - Communicable & non communicable Disease T-chart or Venn Diagram
- **By the end of grade four/five:**
  - Researching Physicians, scientists, or different diseases
  - Math Problem Solving: Handshake Problem

### Supplementary Resources

- Textbook
- United Streaming
- Brainpop and Brainpop Jr.
- Enchanted Learning
- YouTube / Movies
- General Internet Resources
- Magic School Bus: Inside Ralphie
- American Cancer Society: [www.cancer.org](http://www.cancer.org)
- American Heart Association: [www.amhrt.org](http://www.amhrt.org)
- Centers for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov)
- NewsELA
- Reading A-Z

### Content Vocabulary

disease	symptom	cancer	
microbe	virus	degenerative	fungus
resistance	antibody	immune system	white blood cells
immunity	AIDS	HIV	
allergy	risk factor		
chronic	vaccine		
organism	bacteria		
drug	medicine		

prescription dependence abuse	pharmacist misuse influenza	over-the-counter  Lifestyle choice	side effect
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### 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
  - Multimedia Presentations
  - Research Projects
  - Pictorial prompts/ responses Verbal/ Written responses
  - Problem-based Learning Projects
  - Internet activities/Web Quests
  - Open-ended responses
  - Students responses to questioning techniques using the levels of Bloom’s Taxonomy/Questioning
  - Questioning Prompts
  - Oral presentations

### Performance Task Options/Alternative Assessments

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

### Cross Curricular Integration

- **Language Arts:**
  - Read and respond to informational text

- Use glossary and index to locate information in text Vocabulary development
- Research Information
- Making Inferences /using text evidence
- Journal Writing
- Written response to lesson questions
- Writing text to accompany projects
- Read and respond to informational text
- **Math:**
  - Read and interpret graphs & charts
  - Collect and organize data
  - Represent and classify data according to attributes (Venn Diagrams)
  - Read and interpret graphs & charts
- **Technology:**
  - Multimedia presentations
  - Research health topics specific to chapter using internet sources
- **Science:**
  - Comparing Plant Disease to Human Disease
- **Social Studies:**
  - Cultural Contributions of scientists
  - Comparing Global Immunization Programs

**Standard**

- **2.3 Safety**

**Disciplinary Concept**

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

**Core Idea**

- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways

**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 media and other pressures?

### Performance Expectations

- **2.3.5.ATD.1:** Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- **2.3.5.ATD.2:** Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- **2.3.5.ATD.3:** Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

### Lesson Objectives

(What Students Will Know and Be Able to Do)

- Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- Compare the short and long term physical effects of all types of tobacco use.
- Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- Identify the short- and long-term physical effects of inhaling certain substances.
- Explain the system of drug classification and why it is useful in preventing substance abuse.
- Relate tobacco use and the incidence of disease.
- Compare the effects of laws, policies, and procedures on smokers and nonsmokers.
- Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm on one’s health.
- Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
- Summarize the signs and symptoms of inhalant abuse.
- Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

### Active Learning Engagement/Suggested Activities

- Do Nows/Exit Tickets
- Stations
- Graphic Organizers

- Teacher generated activities
- Academic Teaming/ Group Work Activities
- Graphic Organizers
- Teacher generated activities
- Academic Teaming/Group Work Activities

### Supplementary Resources

- Textbook
- United Streaming
- Brainpop and Brainpop Jr.
- Enchanted Learning
- YouTube / Movies
- General Internet Resources
- NewsELA
- Reading A-Z

### Content Vocabulary

drug	abuse		
misuse	dependence		
tobacco	nicotine	carbon monoxide	tar
addictive	passive smoking	non smoking section	
alcohol	marijuana	inhalant	
stimulant	cocaine		
depressant	Addiction		
Carcinogen	intoxication		
Tolerance	alcoholism		
Withdrawal	Surgeon General		
Sober	amphetamine		
Narcotics	Intravenous	hallucinogens	

### 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
- Multimedia Presentations
- Research Projects
- Pictorial prompts/ responses Verbal/ Written responses
- Problem-based Learning Projects
- Internet activities/Web Quests
- Open-ended responses
- Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
- Questioning Prompts
- Oral presentations

#### Performance Task Options/Alternative Assessments

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

#### Cross Curricular Integration

- **Language Arts:**
  - Read and respond to informational text
  - Use glossary and index to locate information in text
  - Vocabulary development
  - Research development Research Information
  - Making Inferences / using text evidence
  - Journal Writing
  - Written response to lesson questions
  - Writing text to accompany projects
- **Math:**
  - Read and interpret graphs & charts



- Collect and organize data
- Represent and classify data according to attributes (Venn Diagrams)
- **Technology:**
  - Multimedia presentations
  - Research health topics specific to chapter using internet sources
- **Science:**
  - Basic Needs of human beings

### Standard

- **2.3 Safety**

### Disciplinary Concept

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

### Core Idea

- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

### Big Idea/Enduring Understanding

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

### Essential Questions

- Why does one person become an addict and another does not?

### Performance Expectations

- **2.3.5.DSDT.1:** Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
- **2.3.5.DSDT.2:** Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- **2.3.5.DSDT.3:** Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- **2.3.5.DSDT.4:** Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

- **2.3.5.DSDT.5:** Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

### **Lesson Objectives**

(What Students Will Know and Be Able to Do)

- Identify signs that a person might have alcohol, tobacco, and/or drug use problems.
- Differentiate between drug use, abuse, and misuse.
- Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
- Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- Explain how wellness is affected during the stages of drug dependency/addiction.
- Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
- Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

### **Active Learning Engagement/Suggested Activities**

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

### **Supplementary Resources**

- Textbook
- United Streaming
- Brainpop and Brainpop Jr.
- Enchanted Learning
- YouTube / Movies
- General Internet Resources
- NewsELA
- Reading A-Z

## Content Vocabulary

drug abuse	dependence	
misuse	nicotine	carbon monoxide tar
tobacco	passive smoking	non smoking section
addictive	marijuana	inhalant
alcohol	cocaine	
stimulant	Addiction	
depressant	intoxication	
Carcinogen	intravenous	
Depressant	alcoholism	
Tolerance	hallucinogens	
Inhalant	Surgeon General	
Withdrawal	amphetamine	narcotics
Sober		

## 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
  - Multimedia Presentations
  - Research Projects
  - Pictorial prompts/ responses Verbal/ Written responses
  - Problem-based Learning Projects
  - Internet activities/Web Quests
  - Open-ended responses
  - Students responses to questioning techniques using the levels of Bloom's Taxonomy/Questioning
  - Questioning Prompts
  - Oral presentations

## Performance Task Options/Alternative Assessments

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

## Cross Curricular Integration

- **Language Arts:**
  - Read and respond to informational text
  - Use glossary and index to locate information in text
  - Vocabulary development
  - Research Information
  - Making Inferences / using text evidence
  - Journal Writing
  - Written response to lesson questions
  - Writing text to accompany projects
- **Math:**
  - Read and interpret graphs & charts
  - Collect and organize data
  - Represent and classify data according to attributes (Venn Diagrams)
- **Technology:**
  - Multimedia presentations
  - Research health topics specific to chapter using internet sources
- **Science:**
  - Basic Needs of human beings

## Interdisciplinary Mandate

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

- *Teachers may incorporate anywhere within the unit.*
- Example Lessons/Activities/Resources:
  - [Choice Board](#)
  - <https://ypte.org.uk/lesson-plans/climate-change>

- NewsELA
- Reading A-Z

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

- *Teachers may incorporate anywhere within the unit.*
- Example Lessons/Activities/Resources:
  - [Choice Board](#)
  - [W.E.B Du Bois Activity](#)
  - [Amistad Lesson](#)
  - [Amistad Lesson 2](#)
  - 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:
  - [Choice Board](#)
  - <https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-5-prejudice-and-stereotypes>
  - <https://www.youtube.com/watch?v=v5GCreFWsjQ>
  - [Prejudice, stereotypes, and discrimination](#)
  - <https://www.ushmm.org/teach/holocaust-lesson-plans/spanish-language-newspaper-coverage-of-the-holocaust-history-unfolded>
  - [What is Prejudice? Elementary Social Studies Gr 3-5](#)
  - 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:
  - [Choice Board](#)
  - NewsELA
  - Reading A-Z
  - <https://teachers.net/lessons/posts/1689.html>
  - *What Can We Do? Bias, Bullying, & Bystanders.* [4 – 8]
    - [Download Now](#)
  - *\*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>● Self Awareness</li> <li>● Self Management</li> </ul>	<ul style="list-style-type: none"> <li>● Clearly state classroom rules</li> </ul>	<a href="#"><u>Feelings Wheel</u></a>

<ul style="list-style-type: none"> <li>● Social Awareness</li> <li>● Relationship Skills</li> <li>● Responsible Decision Making</li> </ul>	<ul style="list-style-type: none"> <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>	<a href="#">Positive Self Talk</a>
<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>	<a href="#">WOOP Goal Setting</a> <a href="#">Positive Pivot Scale</a>
<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> </ul>	<ul style="list-style-type: none"> <li>● Support collaborative decision making for academics and behavior</li> <li>● Foster student-centered discipline</li> </ul>	<a href="#">POOCH Protocol</a>



<ul style="list-style-type: none"> <li>● Relationship Skills</li> <li>● <b>Responsible Decision Making</b></li> </ul>	<ul style="list-style-type: none"> <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>	
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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> <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>○ Chunk long term assignments into smaller units</li> <li>○ Previewing information/material/vocabulary</li> <li>○ Mnemonics</li> <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>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 / assignments and projects / assessments</li> <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>

**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](#)