

Focus Topic: Wellness (2.1)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand?</i>
<ul style="list-style-type: none"> • How can one achieve optimal wellness? • How do healthy foods impact our life? • How do diseases and health conditions impact our lives? 	<ul style="list-style-type: none"> • Responsible health behaviors require critical thinking, decision-making, problem solving, and communication skills. • Healthy choices contribute to wellness.
<p>New Jersey Student Learning Standards:</p> <p>A. Personal Growth & Development 2.1.2.A.1 - Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.A.2 - Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>B. Nutrition 2.1.2.B.1 - Explain why some foods are healthier to eat than others.</p> <p>2.1.2.B.3 - Summarize information about food found on product labels.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW explain how making healthy choices and having healthy relationships contribute to wellness • TSW name and locate body organs and parts • TSW explain why some foods are healthier to eat than others • TSW explain what information can be found on food and product labels • TSW explain the difference between communicable and non-communicable diseases • TSW understand common symptoms of diseases and health conditions

C. Diseases and Health Conditions

2.1.2.C.1 - Summarize symptoms of common diseases and health conditions.

2.1.2.C.2 - Summarize strategies to prevent the spread of common diseases and health conditions.

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

D. Safety

2.1.2.D.1 – Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.2.D.2 – Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.


2.1.2.D.3 – Identify procedures associated with pedestrian, bicycle, and traffic safety.

E. Social and Emotional Health

2.1.2.E.1 – Identify basic social and emotional needs of all people.

2.1.2.E.2 – Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

- TSW describe ways to prevent the spread of diseases
- TSW practice simple first aid techniques by knowing personal information such as address and phone number
- TSW use safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults
- TSW identify warning labels found on medicines and household products
- TSW describe and demonstrate appropriate ways to express wants, needs, and emotions
- TSW demonstrate ways to deal with conflict

<p>2.1.2.E.3 – Explain healthy ways of coping with common stressful situations experienced by children. Explain healthy ways of coping with common stressful situations experienced by children.</p>	
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<p>Focus Topic: Integrated Skills (2.2)</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand?</i></p>
<ul style="list-style-type: none"> • Why is communication important? • In what ways do we deal with our feelings? • When should a person be a leader and when should they be a follower? 	<ul style="list-style-type: none"> • People are entitled to have ideas and opinions • Health decisions are influenced
<p>New Jersey Student Learning Standards:</p> <p>A. Interpersonal Communication 2.2.2.A.1 - Express needs, wants, and feelings in health- and safety-related situations.</p> <p>B. Decision Making and Goal Setting 2.2.2.B.1 - Explain what a decision is and why it is advantageous to think before acting</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW express ideas and opinions about wellness issues • TSW demonstrate effective communication and listening skills • TSW explain the steps to making an effective health decision

<p>2.2.2.B.2 - Relate decision-making by self and others to one's health.</p> <p>2.2.2.B.3 - Determine ways parents, peers, technology, culture, and the media influence health decisions.</p> <p>C. Character Development</p> <p>2.2.2.C.1 - Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p> <p>2.2.2.C.2 - Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p> <p>D. Advocacy and Service</p> <p>2.2.2.D.1 – Determine the benefits for oneself and others of participating in a class or school service activity.</p> <p>E. Health Services and Information</p> <p>2.2.2.E.1 – Determine where to access home, school, and community health professionals.</p>	<ul style="list-style-type: none">• TSW discuss how parents, peers, and the media influence health decisions• TSW develop a wellness goal and explain why setting a goal is important• TSW explain that a person's character and values are reflected in the way the person thinks• TSW motivate group members to work together and provide constructive feedback• TSW explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied
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Focus Topic: Drugs and Medicine (2.3)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand?</i>
<ul style="list-style-type: none"> • How do we determine if a medicine is helpful or harmful? • What is addiction? 	<ul style="list-style-type: none"> • Certain drugs have harmful effects on the mind and body. • Alcohol, tobacco, and some drugs are addictive.
<p>New Jersey Student Learning Standards:</p> <p>A. Medicines 2.3.2.A.1 - Explain what medicines are and when some types of medicines are used.</p> <p>2.3.2.A.2 - Explain why medicines should be administered as directed.</p> <p>B. Alcohol, Tobacco, and Other Drugs 2.3.2.B.1 - Identify ways that drugs can be abused.</p> <p>2.3.2.B.2 - Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.B.3 - Explain why tobacco smoke is harmful to nonsmokers</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW identify different kinds of medicines • TSW understand that medicines can be helpful or harmful • TSW give examples of harmful and/or illegal drugs • TSW understand and explain that tobacco use contributes to lung diseases and fires • TSW discuss how tobacco smoke impacts the environment and the health of nonsmokers • TSW identify substances that should never be consumed or inhaled

<p>C. Dependency/Addiction and Treatment</p> <p>2.3.2.C.1 - Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.C.2 - Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>	<ul style="list-style-type: none"> • TSW explain that some people cannot control their use of alcohol, tobacco, and other drugs
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<p>Focus Topic: Human Relationships and Sexuality (2.4)</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand?</i></p>
<ul style="list-style-type: none"> • What are different kinds of touches? • What is friendship? • What is a successful family? 	<ul style="list-style-type: none"> • Every person contributes to the family. • Friendship is important in life.
<p>New Jersey Student Learning Standards:</p>	<p>Objectives:</p>
<p>A. Relationships</p> <p>2.4.2.A.1 - Compare and contrast different kinds of families locally and globally.</p> <p>2.4.2.A.2 - Distinguish the roles and responsibilities of different family members.</p>	<ul style="list-style-type: none"> • TSW explain that families experiencing a change or crisis can get help if they need it • TSW explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family

<p>2.4.2.A.3 - Determine the factors that contribute to healthy relationships.</p> <p>B. Sexuality 2.4.2.B.1 - Compare and contrast the physical differences and similarities of the genders.</p> <p>C. Pregnancy and Parenting 2.4.2.C.1 - Explain the factors that contribute to a mother having a healthy baby.</p>	<ul style="list-style-type: none"> • TSW define friendship and explain that friends are important throughout life • TSW explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured
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<p>Focus Topic: Motor Skill Development (2.5)</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand?</i></p>
<ul style="list-style-type: none"> • How can skill development impact physical activity? • How does practice and effort impact performance? • When is play competitive? 	<ul style="list-style-type: none"> • Responsible personal and social behavior are important to demonstrate in physical activity settings • Safety is an important part of physical education • Attitude affects performance.
<p>New Jersey Student Learning Standards:</p> <p>A. Movement Skills and Concepts 2.5.2.A.1 – Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e. sill practice) and applied settings (i.e. games, sports, dance, and recreational activities).</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW perform movement skills in developmentally appropriate form • TSW demonstrate smooth transitions between movement skills

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

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

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

B. Strategy

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

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

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

C. Sportsmanship, Rules, and Safety

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

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

- TSW demonstrate weight transfer, balance, coordination
- TSW modify and adapt movement skills in relation to body parts
- TSW apply a learned skill to another movement setting
- TSW distinguish between personal and general space
- TSW discuss the importance of proper body mechanics
- TSW explain the fundamental principles of force, motion, and center of gravity as applied to a physical activity
- TSW differentiate between competitive and cooperative play
- TSW understand the characteristics of good sportsmanship
- TSW describe activity specific rules
- TSW describe the use of mental preparation strategies

Focus Topic: Fitness (2.6)	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • How does fitness effect health and well being? • How does fitness keep me healthy? 	<ul style="list-style-type: none"> • Personal fitness is important in order to lead a healthy lifestyle • Fitness is an important part of life
<p>New Jersey Student Learning Standards:</p> <p>A. Fitness and Physical Activity</p> <p>2.6.2.A.1 - Explain the role of regular physical activity in relation to personal health.</p> <p>2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p> <p>2.6.2.A.3 - Develop a fitness goal and monitor progress towards achievement of the goal.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW discuss the physical, social, and emotional benefits of regular physical activity • TSW describe how body systems respond to vigorous exercise • TSW explain that participation in regular physical activity contributes to wellness • TSW understand the importance of physical activity • TSW engage in moderate to vigorous physical activity that develops fitness • TSW maintain continuous aerobic activity for a specified time period

Literature Connection:

- Good Enough to Eat: A Kid's Guide to Food and Nutrition (*Lizzy Rockwell*) – 2.1
- Little Critter: Good for Me and You (*Mercer Mayer*) – 2.1
- Why Should I Eat Well? (*Mike Gordon*) – 2.1
- I'm Growing (*Aliki*) – 2.1
- Hands are not for Hitting (*Martin Agassi*) – 2.2
- Friends (*Helme Heine*) – 2.2
- Let's Be Enemies (*Janice May Udry*) – 2.2
- Why Should I Listen? (*Mike Gordan*) – 2.2
- Howard B. Wigglebottom Learns to Listen (*Howard Binkow*) – 2.2
- Fill a Bucket (*Carol McCloud*) – 2.3
- The Boo Boo Book (*Joy Masoff*) – 2.3
- Incredible You!: 10 Ways to Let Your Greatness Shine Through (*Wayne W. Dyer*) – 2.4
- Bear's New Friend (*Karma Wilson*) – 2.4
- It's Not the Stork!: A Book About Girls, Boys, Babies, Bodies, Families, and Friends (*Robie H. Harris*) – 2.4
- Parts (*Ted Arnold*) – 2.4
- Nate the Great and the Stolen Base (*Marjorie Weinman Sharmat,*) – 2.5
- Froggy's Day with Dad (*Jonathan London*) – 2.5
- My Daddy Is a Pretzel (*Baron Baptiste*) – 2.5
- The Busy Body Book: A Kid's Guide to Fitness (*Lizzy Rockwell*) – 2.6
- Exercise (*Liz Gogerly*) – 2.6
- Physical Fitness (*Alvin Silverstein*) – 2.6
- Being Active (*Mari Schuh*) – 2.6

Technology Integration:**8.1 Educational Technology**

A. Technology Operations and Concepts

8.1.2.A.2 - Create a document using a word processing application.

8.1.2.A.3 - Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.

C. Communication and Collaboration

8.1.2.C.1 - Collaborate with peers by participating in interactive digital games or activities.

D. Digital Citizenship

8.1.2.D.1 - Develop an understanding of ownership of print and nonprint information.

E. Research and Information Fluency

8.1.P.E.1 - Use the Internet to explore and investigate questions with a teacher's support.

8.2 Technology Education, Engineering, Design, and Computational Thinking

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.2 - Describe how designed products and systems are useful at school, home and work.

8.2.2.A.5 - Collaborate to design a solution to a problem affecting the community.

B. Technology and Society

8.2.2.B.1 - Identify how technology impacts or improves life.

C. Design

8.2.2.C.1 - Brainstorm ideas on how to solve a problem or build a product.

D. Abilities for a Technological World

8.2.2.D.1 - Identify the strengths and weaknesses in a product or system.

Instructional Practices may include (but are not limited to): Word processing projects, blogs / internet interactions, online reinforcement sites, food packaging comparisons, data collection, charts / graphs, paint & draw programs, display boards

Career Ready Practices:

CRP1. Act as a responsible and contributing citizen and employees - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP3. Attend to personal health and financial well-being. - Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP5. Consider the environmental, social and economic impacts of decisions. - Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP12. Work productively in teams while using cultural global competence. - Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Instructional Practices may include (but are not limited to): apply learned skills to promote healthy lifestyles and become productive citizens within a community, understand the importance of an eco-friendly environment, practice proper sportsmanship and team skills

Interdisciplinary Connections:**Language Arts**

Reading Literature Text

RL.1.1. Ask and answer questions about key details in a text.

RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Reading Informational Text

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.

Mathematics

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction. (1.OA.A.1)

Measurement and Data

Represent and interpret data. (1.MD.A.1-2)

Science

1-ETS1-3 Engineering Design

1-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

Social Studies

A. Civics, Government, and Human Rights

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.

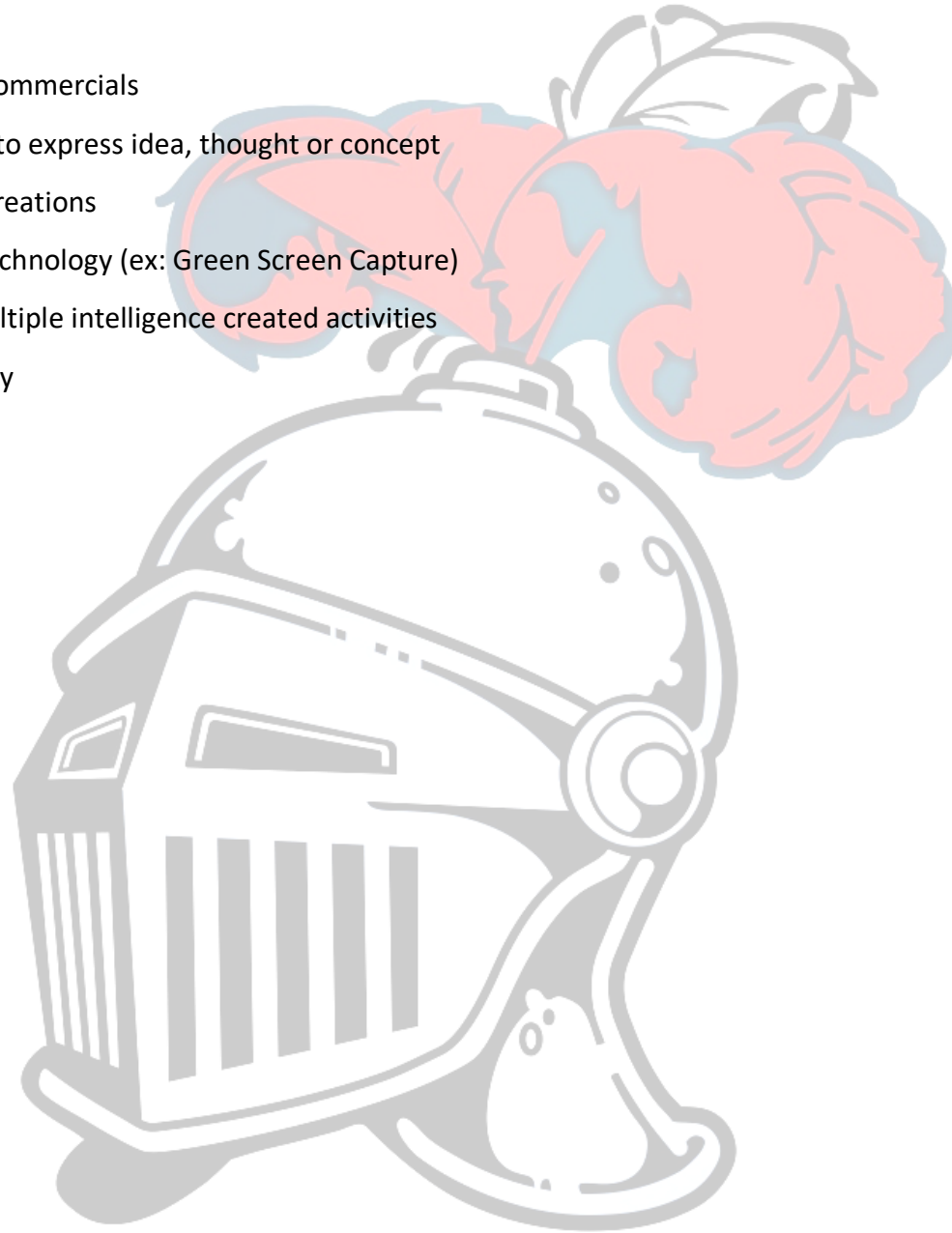
Differentiated Instruction*:

General	Comprehension	Organization	Recall
<ul style="list-style-type: none"> • Allow extra time • Extended timelines for assignments • Adjust due dates • Communication (home and school) • Provide study sheets and notes 	<ul style="list-style-type: none"> • Segment information into manageable tasks • Provide concrete directions • Immediate feedback • Emphasize multi-sensory learning • Small group instruction 	<ul style="list-style-type: none"> • Diagrams and illustrations • Daily planner • Visual and verbal reminders • Color code materials • Provide written agenda 	<ul style="list-style-type: none"> • Display key points in class • Use of graphic organizers • Visual and verbal reminders
Assistive Technology	Assessments	Behavioral	Processing
<ul style="list-style-type: none"> • Computer / Chromebook • FM System (sound enhancement) • Speech to Text and/or Text to Speech • Whiteboard • Spell checker 	<ul style="list-style-type: none"> • Allow oral responses • Alternative method of response • Read aloud directions • Study guides • Extended time • Small Group 	<ul style="list-style-type: none"> • Structured routine • Transitional warnings • Utilize behavior management techniques • Frequent feedback • Simple and clear classroom rules 	<ul style="list-style-type: none"> • Verbalize prior to writing • Repeat, clarify or reword directions • Breaks between tasks • Transitional warnings • Classroom “buddy”

*Integrated accommodations and modifications to support special education students, ELL, and students w/ 504 plans.

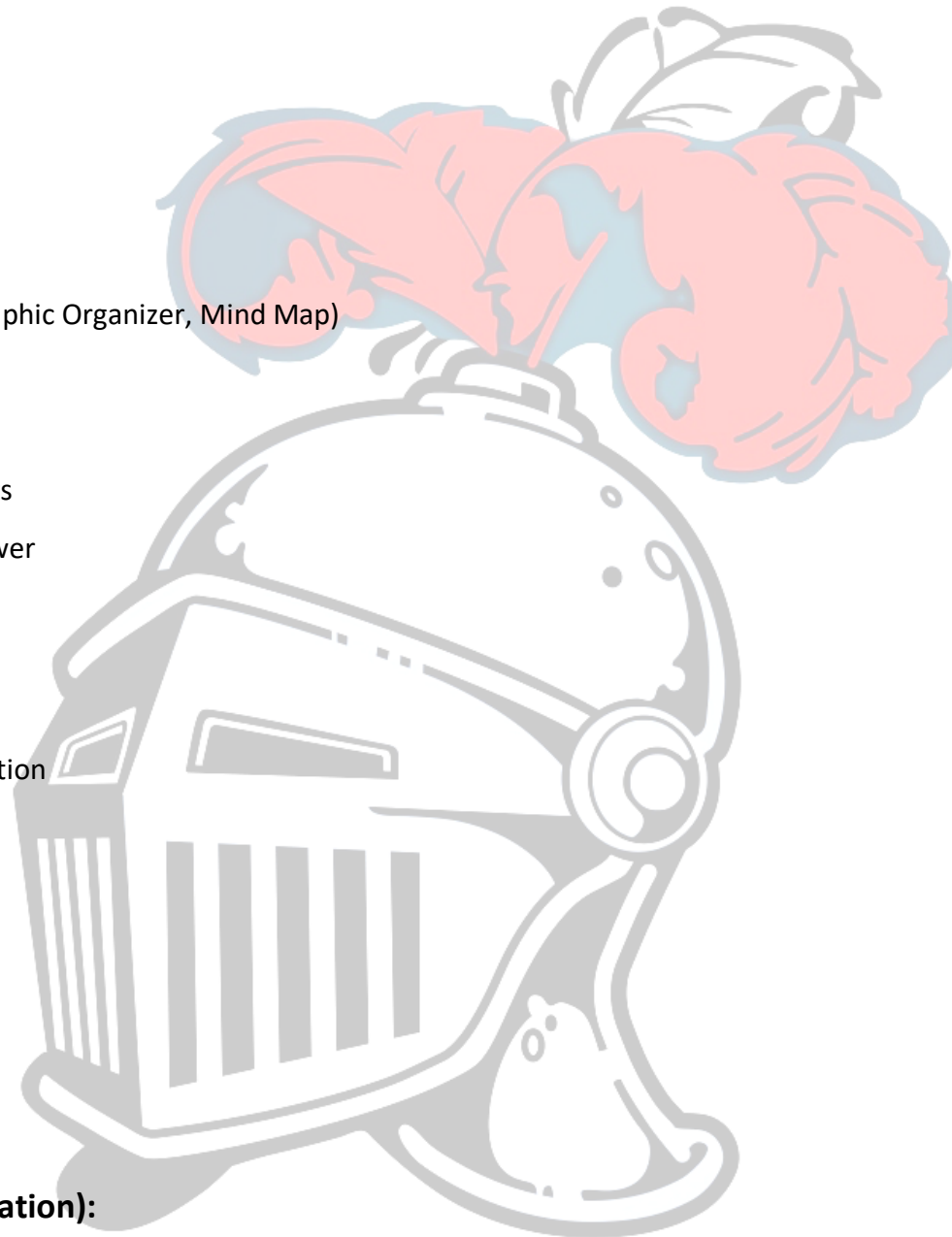
Enrichment:

- Webquest
- Review of health related commercials
- Create song and/or music to express idea, thought or concept
- Stop Action Animation recreations
- Retelling through use of technology (ex: Green Screen Capture)
- Self selection based on multiple intelligence created activities
- Recreate rules of game play



Assessments:

- Peer/Self Assessments
- Observations
- Questioning
- Exit Slips
- Visual Representation (Graphic Organizer, Mind Map)
- Kinesthetic Movement
- Benchmarks
- Unit / Chapter Assessments
- DBQs / Essays / Short Answer
- Debate / Oral Report
- Homework
- End of Project Portfolios
- Video / Stop Action Animation



Learning Path (Physical Education):

