

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 do healthy foods impact our life? • How do healthy foods impact our life? • How can I keep my body safe? • How can conflict be resolved? 	<ul style="list-style-type: none"> • Healthy choices contribute to wellness. • A person expresses emotions in a variety of ways • There are strategies to prevent and resolve conflict
<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. 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. 2.1.2.B.2 – Explain how foods on My Plate differ in nutritional content and value. 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 describe and demonstrate self-care practices that support wellness • TSW differentiate how children are alike and how they are different • TSW sort foods according to food groups and food sources • TSW explain what information can be found on food and product labels • TSW explain why diseases and health conditions need to be detected and treated early

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 explain common symptoms of diseases and health conditions
- TSW explain and demonstrate ways to prevent injuries
- TSW explain and demonstrate simple first aid procedures by avoiding contact with blood and other body fluids, and caring for small cuts
- TSW identify safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults
- TSW recognize various emotions and demonstrate sympathy and empathy
- TSW demonstrate appropriate ways to express wants, needs, and emotions
- TSW identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts

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.

Focus Topic: Integrated Skills (2.2)

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- Why is communication important?
- In what ways do we deal with our feelings?
- Why is it important to be tolerant of other's ideas and opinions?

Enduring Understandings

What will students understand?

- People are entitled to have ideas and opinions
- Health decisions are influenced
- A person's character and values are reflective of that individual

New Jersey Student Learning Standards:

A. Interpersonal Communication

2.2.2.A.1 - Express needs, wants, and feelings in health- and safety-related situations.

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

2.2.2.B.2 - Relate decision-making by self and others to one's health.

Objectives:

- TSW express ideas and opinions about wellness issues
- TSW explain when and how to use refusal skills in health and safety situations
- TSE demonstrate effective communication and listening skills
- TSW demonstrate the steps to making an effective health decision

2.2.2.B.3 - Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.2.2.B.4 – Select personal health goal and explain why setting a goal is important.

C. Character Development

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.

2.2.2.C.2 - Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.

D. Advocacy and Service

2.2.2.D.1 – Determine the benefits for oneself and others of participating in a class or school service activity.

E. Health Services and Information

2.2.2.E.1 – Determine where to access home, school, and community health professionals.

- TSW understand that parents, peers, and the media influence health decisions
- TSW develop a wellness goal and understand why setting a goal is important
- TSW understand that a person’s character and values are reflected in the way the person thinks
- TSW identify factors that lead to group success and help solve group problems
- TSW motivate group members to work together and provide constructive feedback
- TSW demonstrate respect for varying ideas and opinions
- TSW discuss how community helpers and healthcare workers contribute to personal and community wellness

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? • How does addiction affect a person? 	<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. 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. 2.3.2.B.2 - Explain effects of tobacco use on personal hygiene, health, and safety. 2.3.2.B.3 - Explain why tobacco smoke is harmful to nonsmokers 2.3.2.B.4 – Identify products that contain alcohol.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW identify different kinds of medicines • TSW understand that when used correctly, medicines can help keep people healthy • TSW understand the basic rules when taking medicines • TSW explain that tobacco use contributes to lung diseases and fires • TSW identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids • TSW understand that some people cannot control their use of alcohol, tobacco, and other drugs

<p>2.3.2.B.5 – List substances that should never be inhaled and explain why.</p> <p>C. Dependency/Addiction and Treatment 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 people who abuse alcohol, tobacco, and other drugs can get help
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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 type of help is available to families in need? • What is friendship? • How do successful families function? 	<ul style="list-style-type: none"> • Every person contributes to the family. • We all belong to a family • A family’s success depends on all members within
<p>New Jersey Student Learning Standards:</p>	<p>Objectives:</p>
<p>A. Relationships 2.4.2.A.1 - Compare and contrast different kinds of families locally and globally.</p>	<ul style="list-style-type: none"> • TSW explain that families experiencing a change or crisis can get help if they need it • TSW identify the responsibilities of family members

<p>2.4.2.A.2 - Distinguish the roles and responsibilities of different family members.</p> <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 understand appropriate ways for children to show affection and caring • TSW explain the physical differences and similarities of the genders
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Focus Topic: Motor Skill Development (2.5)	
<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 does practice and effort impact performance? • When is play competitive? • Why is sportsmanship important? • Why are rules important? 	<ul style="list-style-type: none"> • Safety is an important part of physical education • Attitude affects performance • Rules affects both competitive and cooperative play

New Jersey Student Learning Standards:	Objectives:
<p>A. Movement Skills and Concepts</p> <p>2.5.2.A.1 – Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e. skill practice) and applied settings (i.e. games, sports, dance, and recreational activities).</p> <p>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.</p> <p>2.5.2.A.3 – Respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>2.5.2.A.4 – Correct movement errors in response to feedback.</p> <p>B. Strategy</p> <p>2.5.2.B.1 - Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.B.2 - Explain the difference between offense and defense</p> <p>2.5.2.B.3 - Determine how attitude impacts physical performance.</p> <p>C. Sportsmanship, Rules, and Safety</p> <p>2.5.2.C.1 - Explain what it means to demonstrate good sportsmanship.</p>	<p>Objectives:</p> <ul style="list-style-type: none">• TSW perform movement skills in developmentally appropriate form• TSW demonstrate weight transfer, balance, coordination• TSW apply a learned skill to another movement setting• 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

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

Focus Topic: Fitness (2.6)

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- How does fitness effect health and well being?
- How can fitness keep me healthy?
- How does technology connect to fitness?
- What are the affects of performance enhancing substances?

Enduring Understandings

What will students understand about the big ideas?

- Personal fitness is important in order to lead a healthy lifestyle
- Fitness activity benefits the physical, social and emotional wellness
- Physical activity has various components

New Jersey Student Learning Standards:

A. Fitness and Physical Activity

2.6.2.A.1 - Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2 - Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

2.6.2.A.3 - Develop a fitness goal and monitor progress towards achievement of the goal.

Objectives:

- TSW discuss the physical, social, and emotional benefits of regular physical activity
- TSW describe how body systems respond to vigorous exercise
- TSW understand the importance of physical activity
- TSW understand the role of technology in fitness activities

	<ul style="list-style-type: none">• TSW explain that performance enhancing substances are unsafe and illegal• TSW maintain continuous aerobic activity for a specified time period• TSW engage in moderate forms of physical activity that address each component of fitness
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Literature Connection:

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- The Edible Pyramid: Good Eating Every Day Rev (Loreen Leedy) – 2.1
 - My Food Pyramid (DK Publishing) – 2.1
 - Double-Dip Feelings: Stories to Help Children Understand Emotions (Barbara S. Cain) – 2.1
 - No Excuses!: How What You Say Can Get in Your Way (Wayne W. Dyer) – 2.2
 - Purplicious (Elizabeth Kann) – 2.2
 - Respect (Lucia Raatma) – 2.2
 - Being Safe (Sindy McKay) – 2.3
 - How Full is Your Bucket? (Tom Rath) – 2.3
 - No Excuses! (Wayne W. Dyer) – 2.3
 - More Parts (Tedd Arnold) – 2.3
 - Strangers - Berenstain Bears Learn About Strangers (Jan Berenstain) – 2.3
 - Family (Isabell Monk) – 2.4
 - Junie B. Jones Is Captain Field Day (Barbara Park) – 2.5
 - The Berenstain Bears Play a Good Game (Michael Berenstain) – 2.5
 - Arthur Makes the Team (Marc Brown) – 2.5
 - Play Ball, Amelia Bedelia (Peggy Parish) – 2.6
 - The Lucky Baseball Bat (Matt Christopher) – 2.6
 - The Field Day from the Black Lagoon (Mike Thaler) – 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.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

Reading Informational Text

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.

Mathematics

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction. (2.OA.A.1)

Measurement and Data

Represent and interpret data. (2.MD.D.9-10)

Science

2-ETS1-3 Engineering Design

2-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.

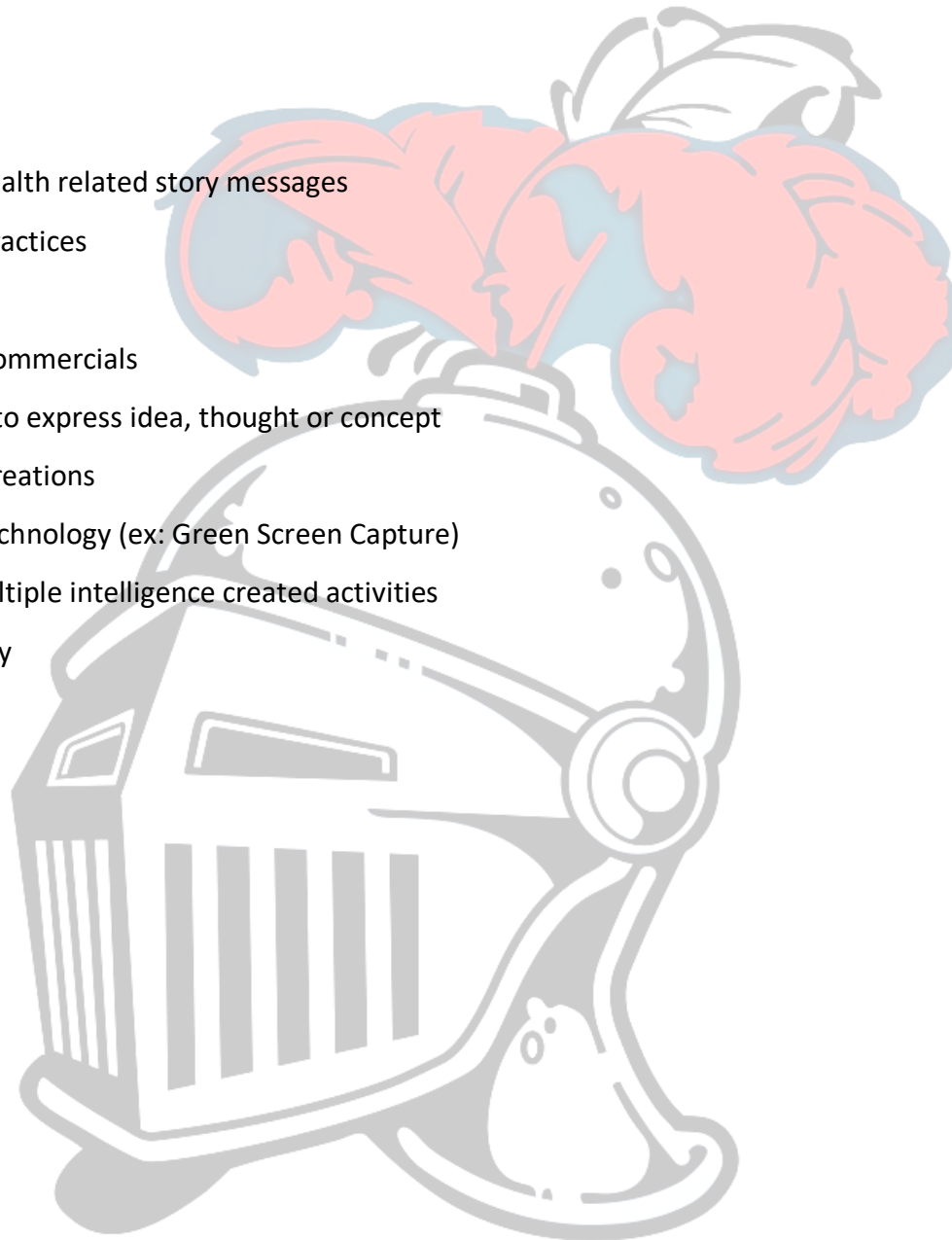
Differentiated Instruction*:

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.

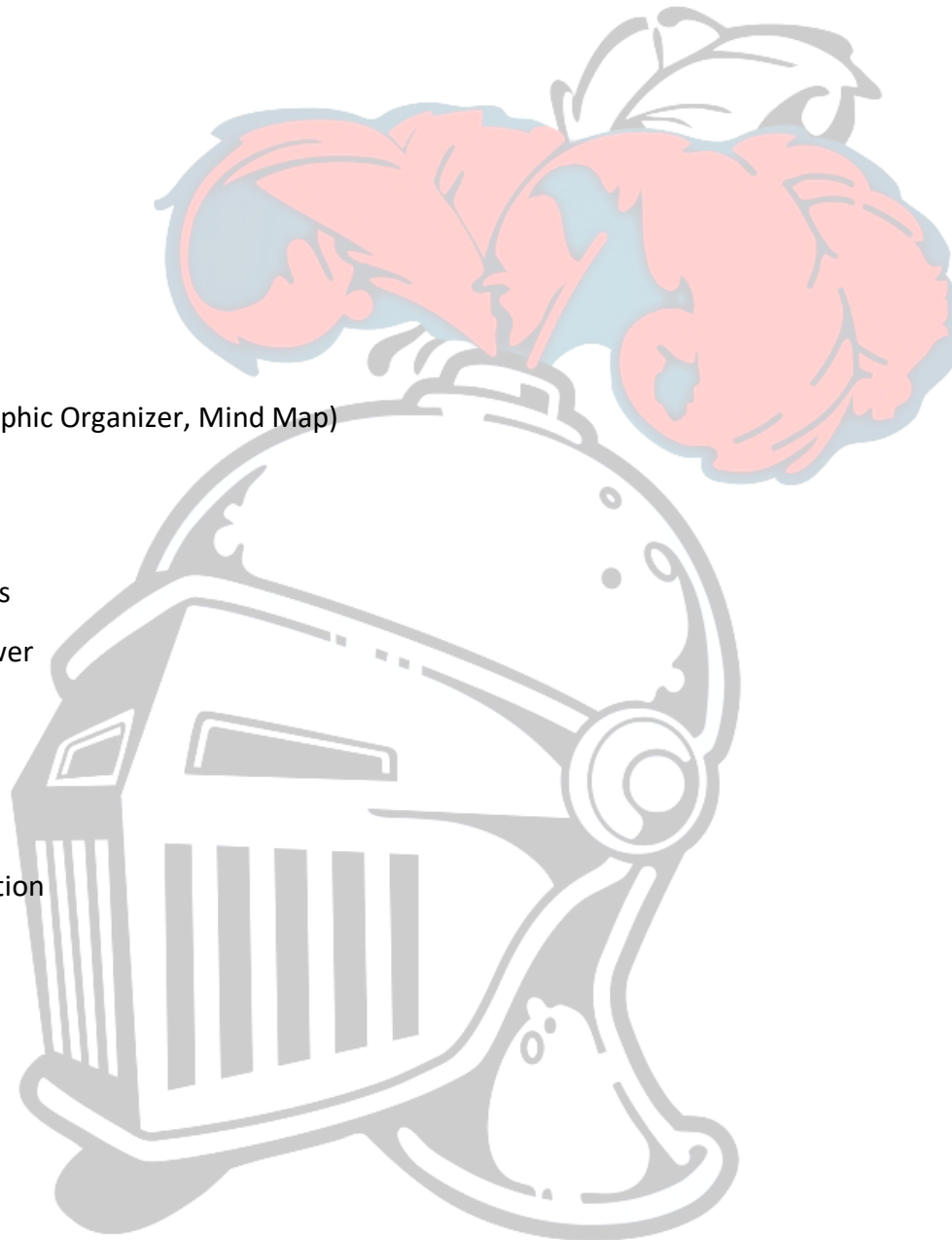
Enrichment:

- Create puppets to retell health related story messages
- Chart and graph healthy practices
- 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

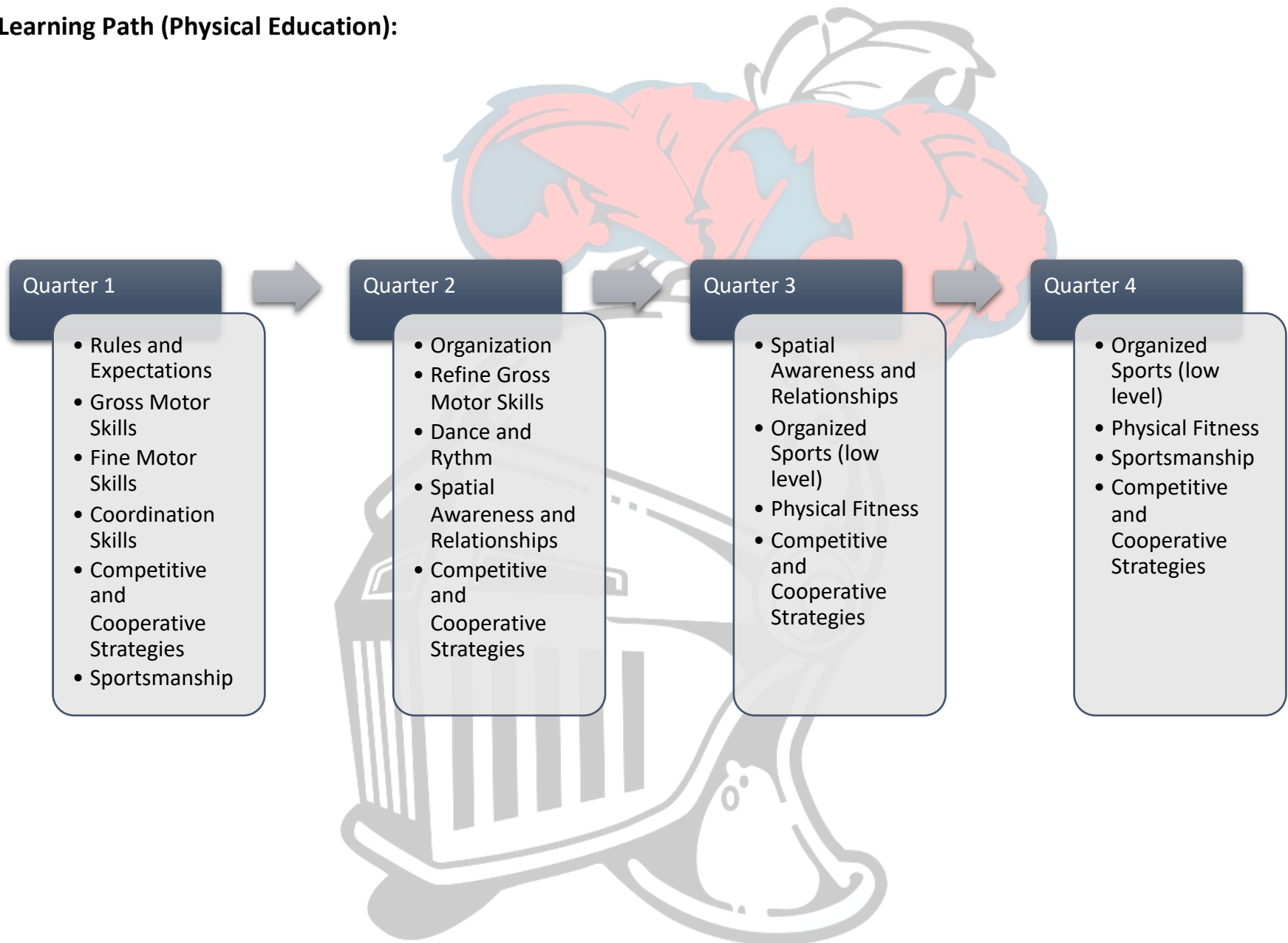


Assessments:

- 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):



Learning Path (Health):

