

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"> • What impact does the stage of life have on wellness? • How do foods affect wellness? • Why do we need to eat healthy foods? • What impact does wellness have on health conditions? • What are the connections to safety and wellness? • How is a situation determined to be abusive? • What is stress? 	<ul style="list-style-type: none"> • Healthy choices contribute to wellness • Practicing safety promotes healthy conditions • 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 2.1.4.A.1 - Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p> <p>2.1.4.A.2 - Determine the relationship of personal health practices and behaviors on an individual’s body systems.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW describe the physical, social, and emotional dimensions of wellness • TSW demonstrate personal hygiene practices that support wellness • TSW describe the structure and function of human body systems • TSW describe each human life stage

<p>B. Nutrition</p> <p>2.1.4.B.1 - Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.1.4.B.2 - Differentiate between healthy and unhealthy eating practices</p> <p>2.1.4.B.3 - Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.1.4.B.4 - Interpret food product labels based on nutritional content.</p> <p>C. Diseases and Health Conditions</p> <p>2.1.4.C.1 - Explain how most diseases and health conditions are preventable</p> <p>2.1.4.C.2 - Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</p> <p>2.1.4.C.3 - Explain how mental health impacts one's wellness.</p> <p>D. Safety</p> <p>2.1.4.D.1 – 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).</p>	<ul style="list-style-type: none"> • TSW discuss factors that contribute to healthy physical, social, emotional growth • TSW differentiate between healthy and unhealthy eating patterns • TSW classify foods by food group, food source, and nutritional content • TSW interpret food product labels • TSW discuss how healthy eating provides energy and helps to maintain healthy weight • TSW discuss the importance of the early detection of diseases and health conditions • TSW explain that some diseases and health conditions are preventable and some are not • TSW describe the signs and symptoms of diseases and health conditions common in children • TSW investigate how the use of universal precautions, sanitation and waste disposal, and proper food handling and storage, help to prevent diseases and health conditions • TSW describe the characteristics of safe and unsafe situations • TSW describe and demonstrate simple first aid procedures, including the assessment of choking and breathing • TSW explain that abuse can take several forms, including verbal and emotional
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2.1.4.D.2 – Summarize the various forms of abuse and ways to get help.

2.1.4.D.3 – Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

2.1.4.D.4 - Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning

E. Social and Emotional Health

2.1.4.E.1 – Compare and contrast how individuals and families attempt to address basic human needs.

2.1.4.E.2 – Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

2.1.4.E.3 – Determine ways to cope with rejection, loss, and separation.

2.1.4.E.4 - Summarize the causes of stress and explain ways to deal with stressful situations.

- TSW describe the characteristics of strangers, acquaintances, and trusted adults
- TSW describe basic human needs and how individuals and families attempt to meet those needs
- TSW discuss how culture, peers, and the media impact the way individuals communicate and express emotions
- TSW distinguish among conflict, violence, , harassment, and bullying and discuss factors that contribute to each
- TSW describe and demonstrate strategies to prevent, reduce, or mediate conflict
- TSW discuss the causes of stress

Focus Topic: Integrated Skills (2.2)	
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"> • Why is communication important? • Why is it important to be tolerant of other's ideas and opinions? • Why are goals important? • What is character? • Why is it important to work cooperatively? 	<ul style="list-style-type: none"> • People are entitled to have ideas and opinions • Decisions play an important role in everyday life • Character traits are learned
<p>New Jersey Student Learning Standards:</p> <p>A. Interpersonal Communication 2.2.4.A.1 - Demonstrate effective interpersonal communication in health- and safety-related situations.</p> <p>2.2.4.A.2 - Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p> <p>B. Decision Making and Goal Setting 2.2.4.B.1 - Use the decision-making process when addressing health-related issues.</p> <p>2.2.4.B.2 - Differentiate between situations when a health-related decision should be made independently or with the help of others.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW explain how to determine the validity of a health resource • TSW present health information, orally and in writing, to peers • TSW identify ways to improve listening skills • TSW identify a health problem or issue for possible research • TSW identify the steps to making an effective decision • TSW describe situations that might require a decision about health and safety

<p>2.2.4.B.3 - Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. 2.2.4.B.4 - Develop a personal health goal and track progress.</p> <p>C. Character Development</p> <p>2.2.4.C.1 - Determine how an individual's character develops over time and impacts personal health.</p> <p>2.2.4.C.2 - Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p> <p>2.2.4.C.3 - Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p> <p>D. Advocacy and Service</p> <p>2.2.4.D.1 – Explain the impact of participation in different kinds of service projects on community wellness.</p> <p>E. Health Services and Information</p> <p>2.2.4.E.1 – Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</p> <p>2.2.4.E.2 - Explain when and how to seek help when experiencing a health problem.</p>	<ul style="list-style-type: none"> • TSW develop a personal health goal and track progress • TSW describe ways to support the achievement of health goals • TSW describe character traits such as trustworthiness, responsibility, respect, caring, justice, and fairness • TSW discuss how an individual's character positively impacts individual and group goals and success • TSW describe and demonstrate the characteristics of an effective leader • TSW acknowledge the contributions of group members and choose appropriate ways to motivate • TSW demonstrate respect for the opinions and abilities of group members • TSW develop a position on a wellness issue • TSW participate in a school or community service activity and discuss how helping others impacts personal and community wellness • TSW describe and demonstrate how to seek help for a variety of health and fitness concerns • TSW discuss wellness and fitness careers
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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? • How does tobacco smoke impact others? • How does addiction affect a person? • What are means of dealing with addiction? • How does advertising, peers, and adults influence children? 	<ul style="list-style-type: none"> • Certain drugs have harmful effects on the mind and body • Some drugs are illegal • Alcohol, tobacco, and some drugs are addictive • Media influences people
<p>New Jersey Student Learning Standards:</p> <p>A. Medicines 2.3.4.A.1 - Distinguish between over-the-counter and prescription medicines.</p> <p>2.3.4.A.2 - Determine possible side effects of common types of medicines.</p> <p>B. Alcohol, Tobacco, and Other Drugs 2.3.4.B.1 - Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW distinguish between over-the-counter and prescription medicines • TSW identify commonly used medicines • TSW discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult • TSW explain why it is illegal to use or possess certain drugs/substances

2.3.4.B.2 - Compare the short- and long-term physical effects of all types of tobacco use.

2.3.4.B.3 - Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.4 - Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.

2.3.4.B.5 - Identify the short- and long- term physical effects of inhaling certain substances.

C. Dependency/Addiction and Treatment

2.3.4.C.1 - Identify signs that a person might have an alcohol, tobacco, and/or drug use problem

2.3.4.C.2 - Differentiate between drug use, abuse, and misuse.

2.3.4.C.3 - Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

- TSW describe the short- and long-term physical effects of tobacco use
- TSW identify the short- and long-term physical and behavioral effects of alcohol use and abuse
- TSW discuss signs that a person might have a problem with the use of alcohol, tobacco, and other drugs
- TSW differentiate among drug use, abuse, and misuse
- TSW describe how advertising, peers, and adults influence children and teenagers to try alcohol, tobacco, and other drugs

Focus Topic: Human Relationships and Sexuality (2.4)	
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"> • Why are there different kinds of families? • What type of help is available to families in need? • How do successful families function? • What is a true friend? 	<ul style="list-style-type: none"> • Every person contributes to the family • A family's success depends on all members within • Culture and traditions influence family development
<p>New Jersey Student Learning Standards:</p> <p>A. Relationships 2.4.4.A.1 - Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</p> <p>2.4.4.A.2 - Explain why healthy relationships are fostered in some families and not in others.</p> <p>B. Sexuality 2.4.4.B.1 - Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits • TSW compare the roles, rights, and responsibilities of various family members • TSW discuss ways that families adjust to changes in the nature or structure of the family • TSW discuss how culture and tradition influence personal and family development • TSW discuss factors that support healthy relationships with friends and family • TSW identify the characteristics of a friend

<p>C. Pregnancy and Parenting 2.4.4.C.1 - Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</p> <p>2.4.4.C.2 - Relate the health of the birth mother to the development of a healthy fetus.</p>	<ul style="list-style-type: none"> • TSW describe appropriate ways to show affection and caring • TSW describe the physical, social, and emotional changes during puberty
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Focus Topic: Motor Skill Development (2.5)	
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 does practice and effort impact performance? • Why is sportsmanship important? • Why are rules important? 	<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 • Rules affects both competitive and cooperative play
<p>New Jersey Student Learning Standards:</p> <p>A. Movement Skills and Concepts 2.5.4.A.1 - 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).</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW demonstrate improved and choreographed movement sequences • TSW demonstrate developmentally appropriate form when using movement skills • TSW use visual and verbal cues to improve performance

<p>2.5.4.A.2 - Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>B. Strategy</p> <p>2.5.4.B.1 - Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 - Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>C. Sportsmanship, Rules, and Safety</p> <p>2.5.4.C.1 - Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p>2.5.4.C.2 - Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>	<ul style="list-style-type: none">• TSW discuss ways to refine and increase control when performing movement skills• TSW discuss ways that personal and general space is used• TSW explain how movement can be used• TSW define and use skill and activity specific vocabulary• TSW demonstrate the use of simple strategies including player positioning, faking, and dodging• TSW compare the roles and responsibilities of participants and observers• TSW select, use, and care for equipment
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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 affect health and well being? • How does technology affect fitness? • What are the affects of performance enhancing substances? 	<ul style="list-style-type: none"> • Personal fitness is important in order to lead a healthy lifestyle • Fitness activity benefits the physical, social and emotional wellness
<p>New Jersey Student Learning Standards:</p> <p>A. Fitness and Physical Activity</p> <p>2.6.4.A.1 - Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</p> <p>2.6.4.A.2 - Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <p>2.6.4.A.3 - Develop a health-related fitness goal and track progress using health/fitness indicators.</p> <p>2.6.4.A.4 - Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW differentiate among activities that improve skill fitness versus health related fitness • TSW understand how gender, age, heredity, training, and health behaviors impact fitness • TSW investigate technological advances that impact physical activity and fitness • TSW explain that using performance enhancing substances may be unsafe and illegal • TSW monitor physiological responses of exercise • TSW use technology to track fitness status

Literature Connection:

- Is There Really a Human Race? (Jamie Lee Curtis) – 2.1
- Leo the Late Bloomer (Robert Kraus) – 2.1
- Safety (Liz Gogerly) – 2.1
- Once Upon a Dragon: Stranger Safety for Kids (and Dragons) (Jean E. Pendziwol) – 2.2
- Harvesting Hope: The Story of Cesar Chavez (Kathleen Krull) – 2.2
- George's Marvelous Medicine (Roald Dahl) – 2.3
- The Whale (Cynthia Rylant) – 2.4
- Needle and Thread (Ann Martin) – 2.4
- Frog and Toad are Friends (Arnold Lobel) – 2.4
- Your Body Belongs to You (Cornelia Maude Spelman) – 2.4
- Miss Small Is off the Wall! (Dan Gutman)
- Personal Space Camp (Julia Cook) – 2.5
- Exercise (Liz Gogerly) – 2.6
- Exercise (Claire Llewelyn) – 2.6

Technology Integration:

8.1 Educational Technology

A. Technology Operations and Concepts

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

C. Communication and Collaboration

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

D. Digital Citizenship

8.1.5.D.1 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

E. Research and Information Fluency

8.1.5.E.1 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2 Technology Education, Engineering, Design, and Computational Thinking

A. The Nature of Technology: Creativity and Innovation

8.2.5.A.2 - Investigate and present factors that influence the development and function of a product and a system.

8.2.5.A.3 - Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

B. Technology and Society

8.2.5.B.1 - Examine ethical considerations in the development and production of a product through its life cycle.

C. Design

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

D. Abilities for a Technological World

8.2.5.D.3 - Follow step by step directions to assemble a product or solve a problem.

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.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

Reading Informational Text

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Writing

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Mathematics

Measurement and Data

Represent and interpret data (4.MD.B.4)

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems. (4.OA.A.1-3)

Science

4-ESS3 Earth and Human Activity

4-ESS3-3. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

3-5-ETS1 Engineering Design

3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

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.

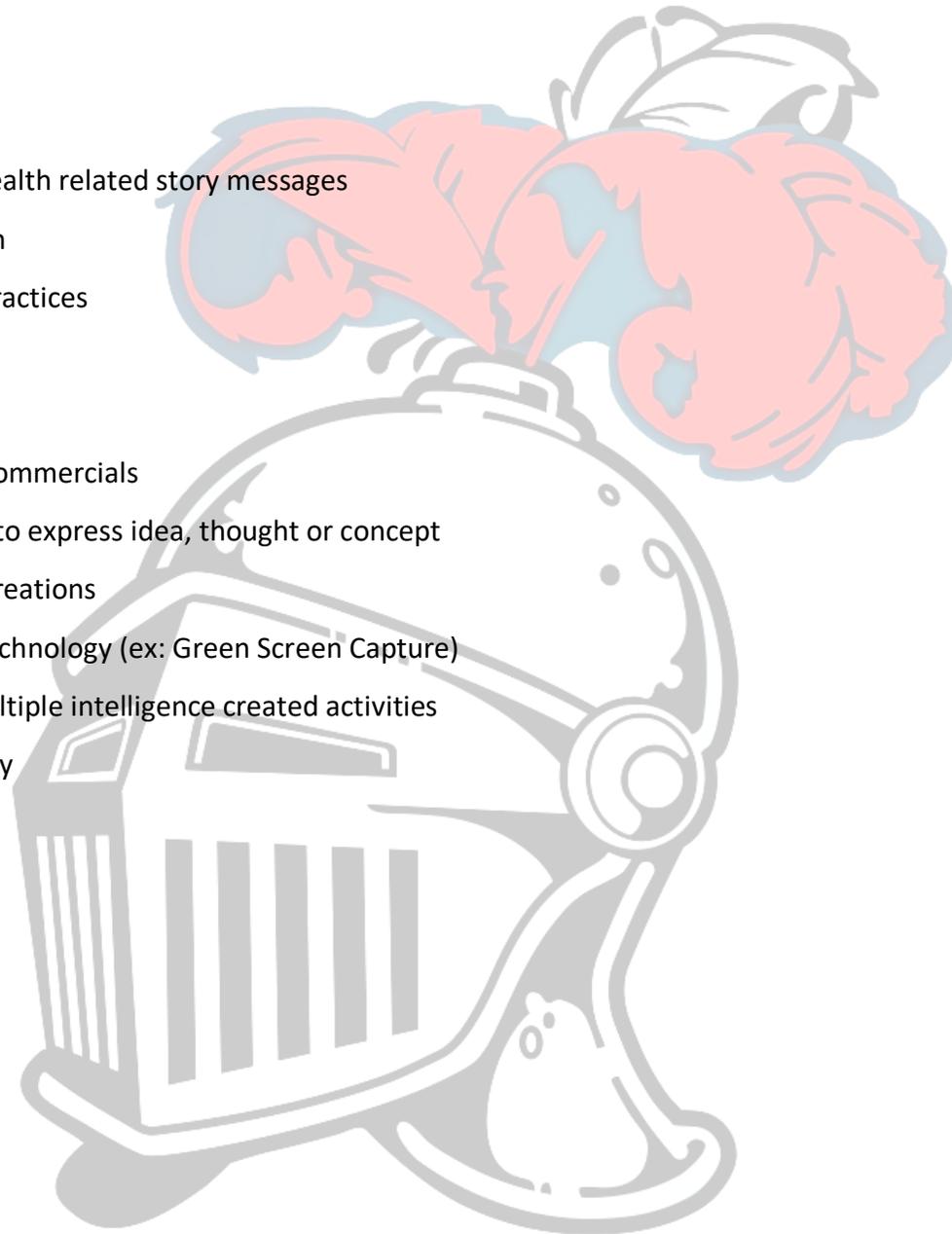
Differentiated Instruction*:

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.

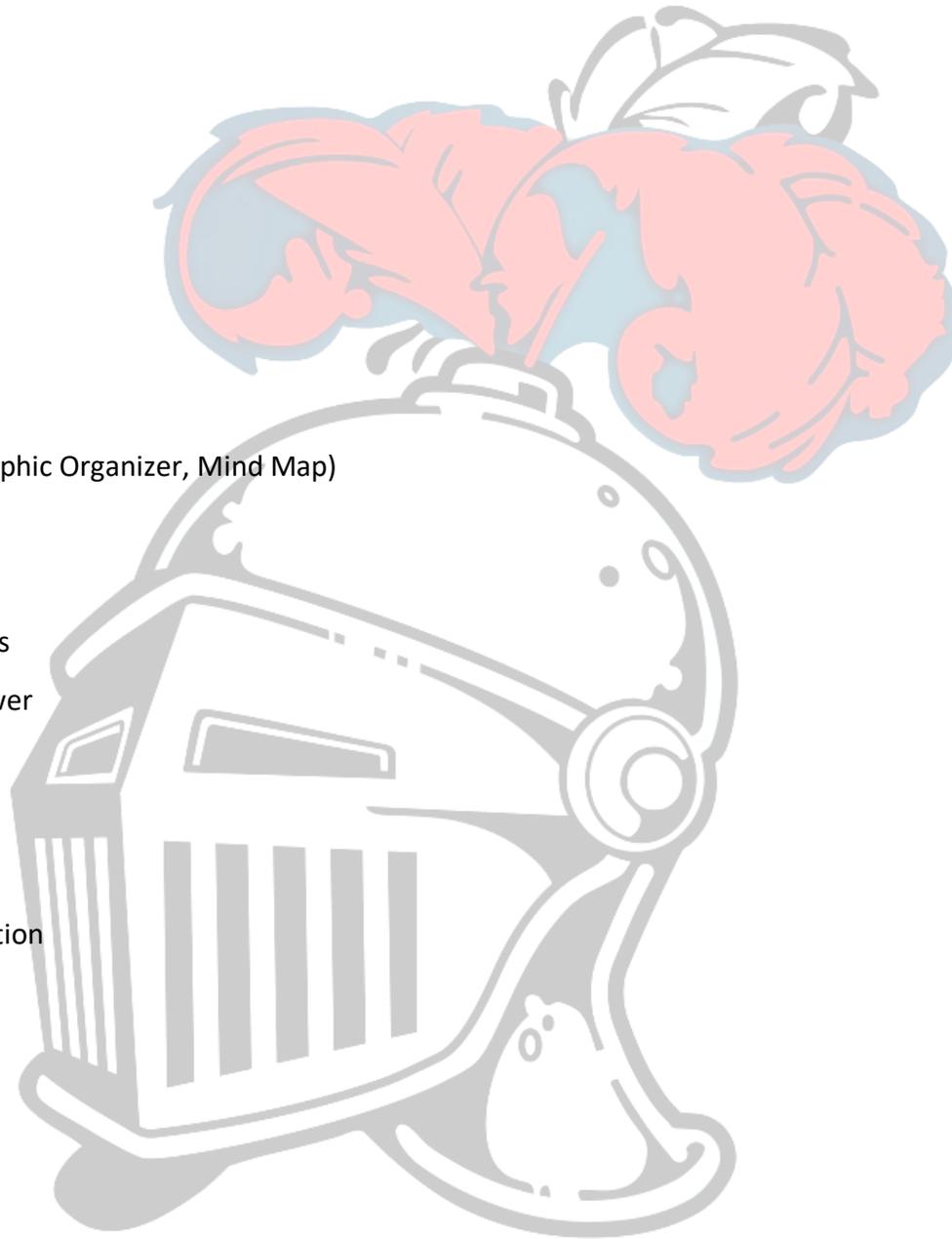
Enrichment:

- Create puppets to retell health related story messages
- Food Pyramid Construction
- Chart and graph healthy practices
- Communal Greeting Time
- 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

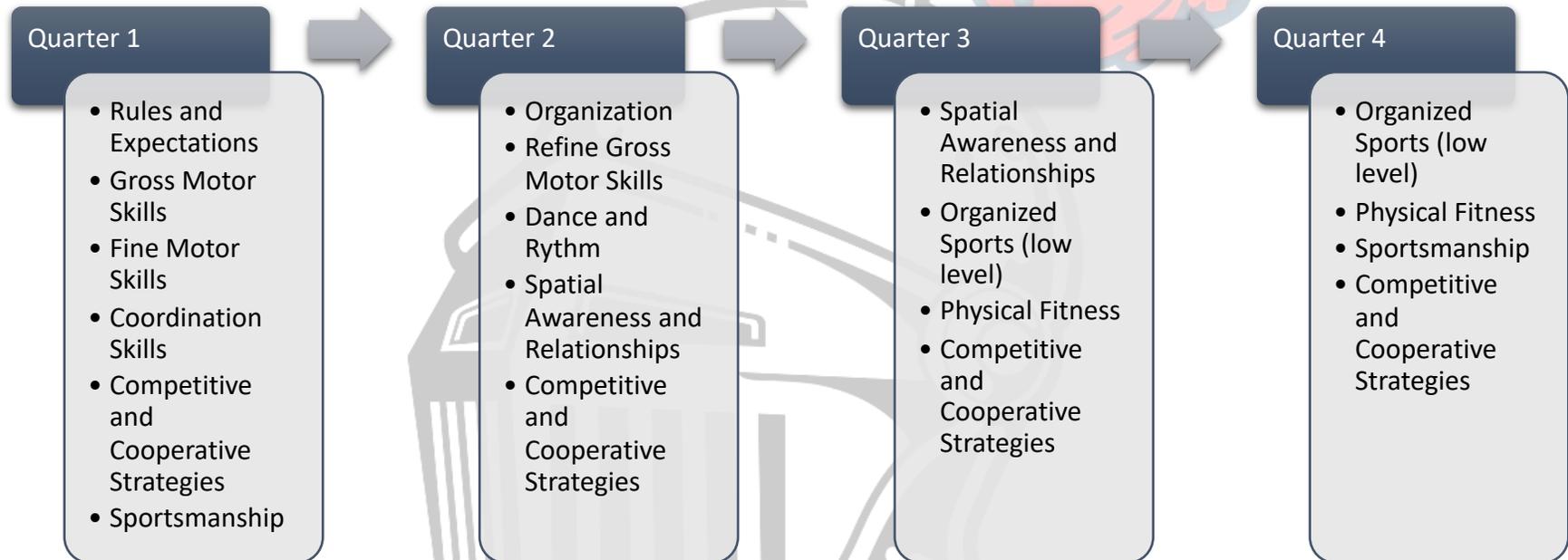


Assessments:

- 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):

