

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"> • In what ways are children alike/different? • How do diseases and health conditions impact our lives? • What role does safety play in our health? • How can I keep my body safe? 	<ul style="list-style-type: none"> • Responsible health behaviors require critical thinking, decision-making, problem solving, and communication skills • Safe choices are essential to my own well-being and the well-being of others
<p>New Jersey Student Learning Standards:</p> <p>A. Personal Growth & Development</p> <p>2.1.P.A.1 - Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p>2.1.P.A.2 - Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p> <p>B. Nutrition</p> <p>2.1.P.B.1 - Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW begin define wellness and explain how making healthy choices and having healthy relationships contribute to wellness • TSW describe and demonstrate self-care practices that support wellness • TSW name and locate body organs and parts • TSW describe how children are alike and how they are different • TSW explain why some foods are healthier to eat than others

2.1.P.B.2 - Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).

C. Diseases and Health Conditions

2.1.P.C.1 - Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).

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.

D. Safety

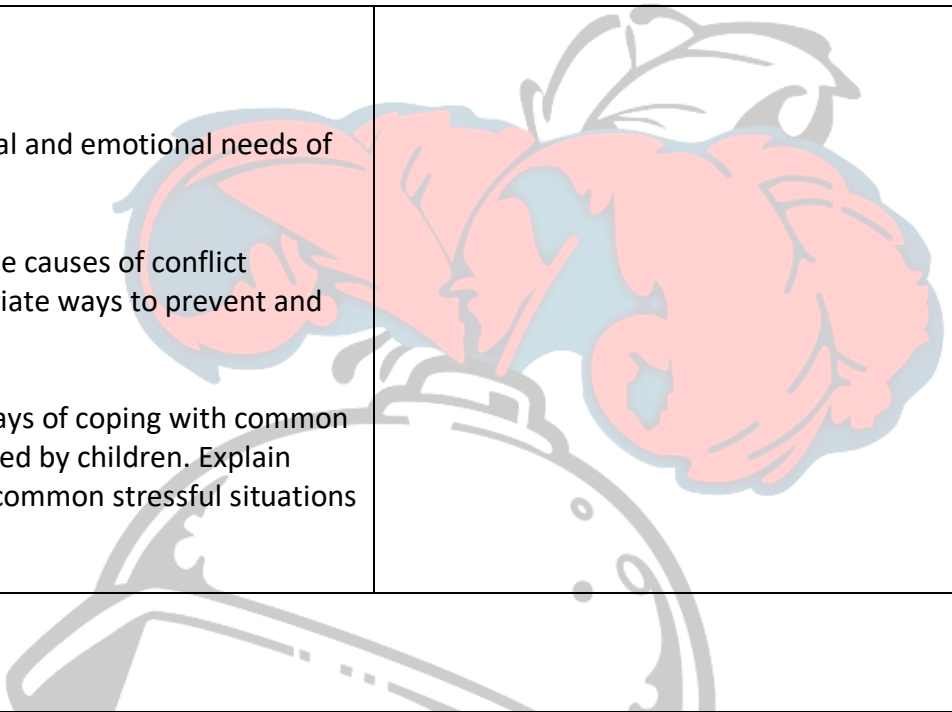
2.1.P.D.1 – Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).

2.1.P.D.2 – Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.)

2.1.P.D.3 – Identify community helpers who assist in maintaining a safe environment

2.1.P.D.4 - Know how to dial 911 for help.

- TSW sort foods according to food groups and food sources
- TSW explain why diseases and health conditions need to be detected and treated early
- TSW explain ways to prevent the spread of diseases
- TSW explain and demonstrate ways to prevent injuries
- TSW explain and demonstrate simple first aid procedure including getting help and calling 911



<p>E. Social and Emotional Health</p> <p>2.1.2.E.1 – Identify basic social and emotional needs of all people.</p> <p>2.1.2.E.2 – Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p> <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"> • What are the personal, interpersonal, and life skills essential in supporting a healthy, active lifestyle? • How does our community help us? 	<ul style="list-style-type: none"> • Communication is an essential skill • A cohesive group tends to be more productive • Community service is self-rewarding

New Jersey Student Learning Standards:	Objectives:
<p>A. Interpersonal Communication</p> <p>2.2.2.A.1 - Express needs, wants, and feelings in health- and safety-related situations.</p> <p>B. Decision Making and Goal Setting</p> <p>2.2.2.B.1 - Explain what a decision is and why it is advantageous to think before acting</p> <p>C. Character Development</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.P.E.1 – Identify community helpers who assist in maintaining a safe environment.</p>	<ul style="list-style-type: none">• TSW identify sources of health information• TSW explain when and how to use refusal skills in health and safety situations• TSW demonstrates effective communication and listening skills• TSW identify factors that lead to group success and help solve group problems• TSW act as a leader and a follower• 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"> • Why are certain drugs harmful? • What is the difference between medicine and drugs? 	<ul style="list-style-type: none"> • Certain drugs have harmful effects on the mind and body • Use caution with certain drugs
<p>New Jersey Student Learning Standards:</p> <p>A. Medicines</p> <p>2.3.2.A.1 - Explain what medicines are and when some types of medicines are used.</p> <p>B. Alcohol, Tobacco, and Other Drugs</p> <p>2.3.2.B.2 - Explain effects of tobacco use on personal hygiene, health, and safety</p> <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>Objectives:</p> <ul style="list-style-type: none"> • TSW explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy • TSW discuss basic rules when taking medicines • TSW define drug and give examples of harmful and/or illegal drugs • TSW identify substances that should never be consumed or inhaled

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 do families differ? • How are you cared for? • What is a successful family? 	<ul style="list-style-type: none"> • Family structure differs • Every person plays a part in a family • We all belong to a family
<p>New Jersey Student Learning Standards:</p> <p>A. Relationships 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> <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>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW identify different kinds of families and explain that families may differ for many reasons • TSW explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family • TSW define friendship and explain that friends are important throughout life • TSW identify appropriate ways for children to show affection and caring • TSW explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured

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 do children move? • What is safety? • What are good safety rules? • What is sportsmanship? • How does one’s mental attitude affect performance? 	<ul style="list-style-type: none"> • Responsible personal and social behavior are important to demonstrate in physical activity settings • Movement varies • Safety is an important part of physical education • Attitude affects performance
<p>New Jersey Student Learning Standards:</p> <p>A. Movement Skills and Concepts</p> <p>2.5.P.A.1 - Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p>2.5.P.A.2 - Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • TSW perform movement skills with developmentally appropriate control • TSW move in personal and general space at different levels, directions, and pathways • TSW respond in movement to changes in tempo, beat, rhythm, or musical style • TSW respond appropriately to verbal and visual cues

<p>2.5.P.A.3 - Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).</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.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>	<ul style="list-style-type: none"> • TSW identify how changes can alter movement • TSW use basic movement vocabulary to describe physical activity • TSW differentiate between competitive and cooperative strategies • TSW explain why good sportsmanship is important • TSW follow basic activity and safety rules • TSW demonstrate ways to care for equipment safely and responsibly • TSW understand that mental attitude influences physical performance
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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"> • What is fitness? • What are good safety rules? 	<ul style="list-style-type: none"> • Fitness is an important part of life • Fitness contributes to wellness

New Jersey Student Learning Standards:**A. Fitness and Physical Activity**

2.6.P.A.1 - Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).

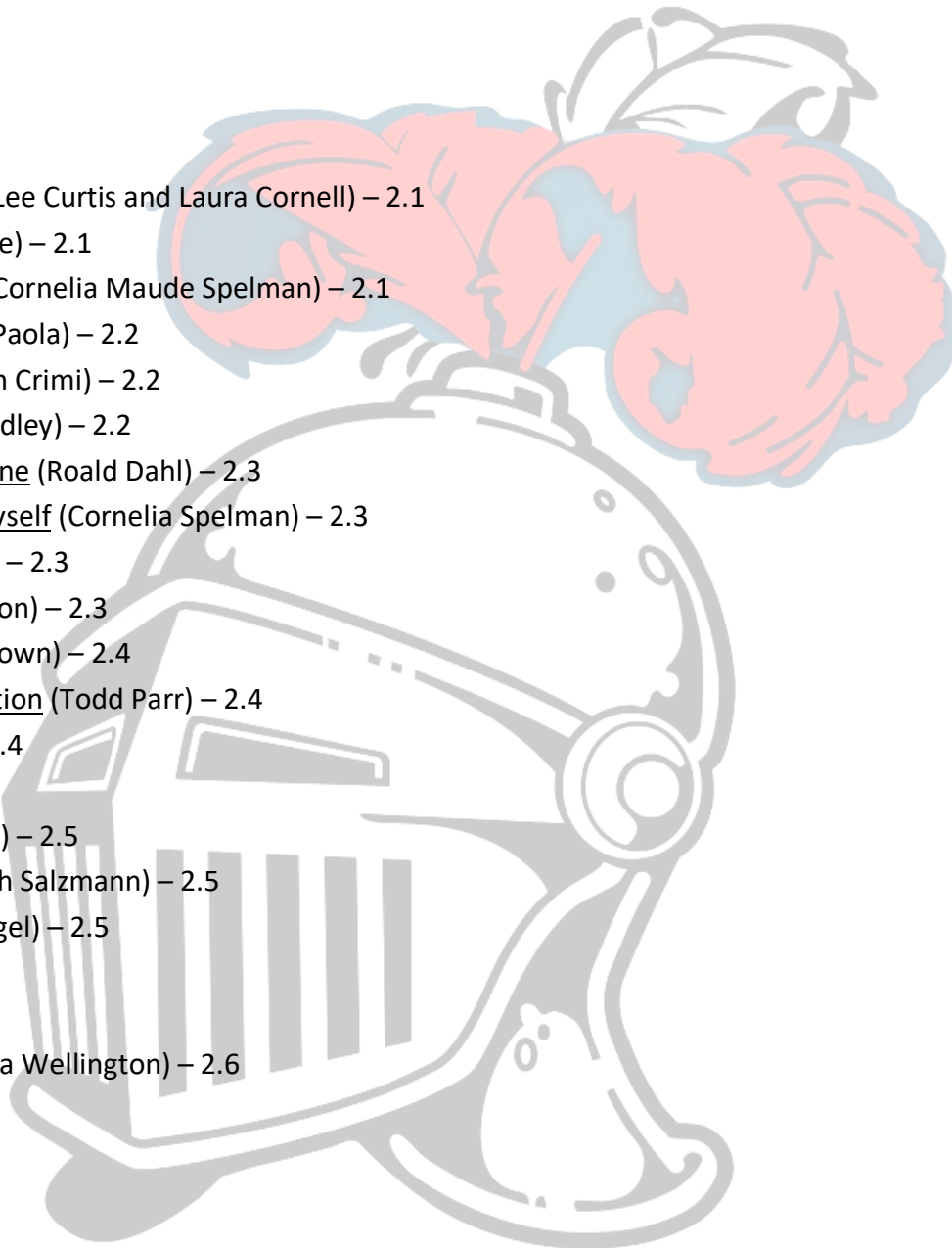
2.6.P.A.2 - Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

Objectives:

- TSW identify the components of health related and skill related fitness
- TSW identify body responses associated with moderate to vigorous physical activity
- TSW understand that too much or not enough exercise can be harmful
- TSW explain that participation in regular physical activity contributes to wellness
- TSW understand the importance of regular physical activity
- TSW engage in moderate to vigorous physical activity
- TSW develop a fitness goal

Literature Connection:

- I'm Growing (Aiki) – 2.1
- I'm Gonna Like Me (Jamie Lee Curtis and Laura Cornell) – 2.1
- From Head to Toe (Eric Carle) – 2.1
- Your Body Belongs to You (Cornelia Maude Spelman) – 2.1
- The Baby Sister (Tommi DePaola) – 2.2
- Don't Need Friends (Carolyn Crimi) – 2.2
- No Trouble at All (Sally Grindley) – 2.2
- George's Marvelous Medicine (Roald Dahl) – 2.3
- When I Feel Good about Myself (Cornelia Spelman) – 2.3
- Feel Good Book (Todd Parr) – 2.3
- Bear Feels Sick (Karma Wilson) – 2.3
- Dinosaurs Divorce (Marc Brown) – 2.4
- We Belong Together: Adoption (Todd Parr) – 2.4
- Family Book (Todd Parr) – 2.4
- Families (Ann Morris) – 2.4
- The Red Balloon (Lamorisse) – 2.5
- Being Active (Mary Elizabeth Salzmann) – 2.5
- Let's Exercise (Elizabeth Vogel) – 2.5
- Exercise (Liz Gogerly) – 2.5
- Water (Frank Asch) – 2.6
- Apple Farmer Annie (Monica Wellington) – 2.6



Technology Integration:

8.1 Educational Technology

A. Technology Operations and Concepts

8.1.P.A.2 - Navigate the basic functions of a browser.

8.1.P.A.3 - Use digital devices to create stories with pictures, numbers, letters and words.

C. Communication and Collaboration

8.1.P.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.K.1. With prompting and support, ask and answer questions about key details in a text.

RL.K.4. Ask and answer questions about unknown words in a text.

Reading Informational Text

RI.K.1. With prompting and support, ask and answer questions about key details in a text.

RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Mathematics

Counting and Cardinality

Know number names and the count sequence (K.CC.A.1-3)

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. (K.OA.A.4-5)

Science

K-ESS3 Earth and Human Activity

K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment

K-ETS1 Engineering Design

K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Social Studies

A. Civics, Government, and Human Rights

6.1.P.A.1 Demonstrate an understanding of rules by following most classroom routines.

6.1.P.A.3 Demonstrate appropriate behavior when collaborating with others.

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.

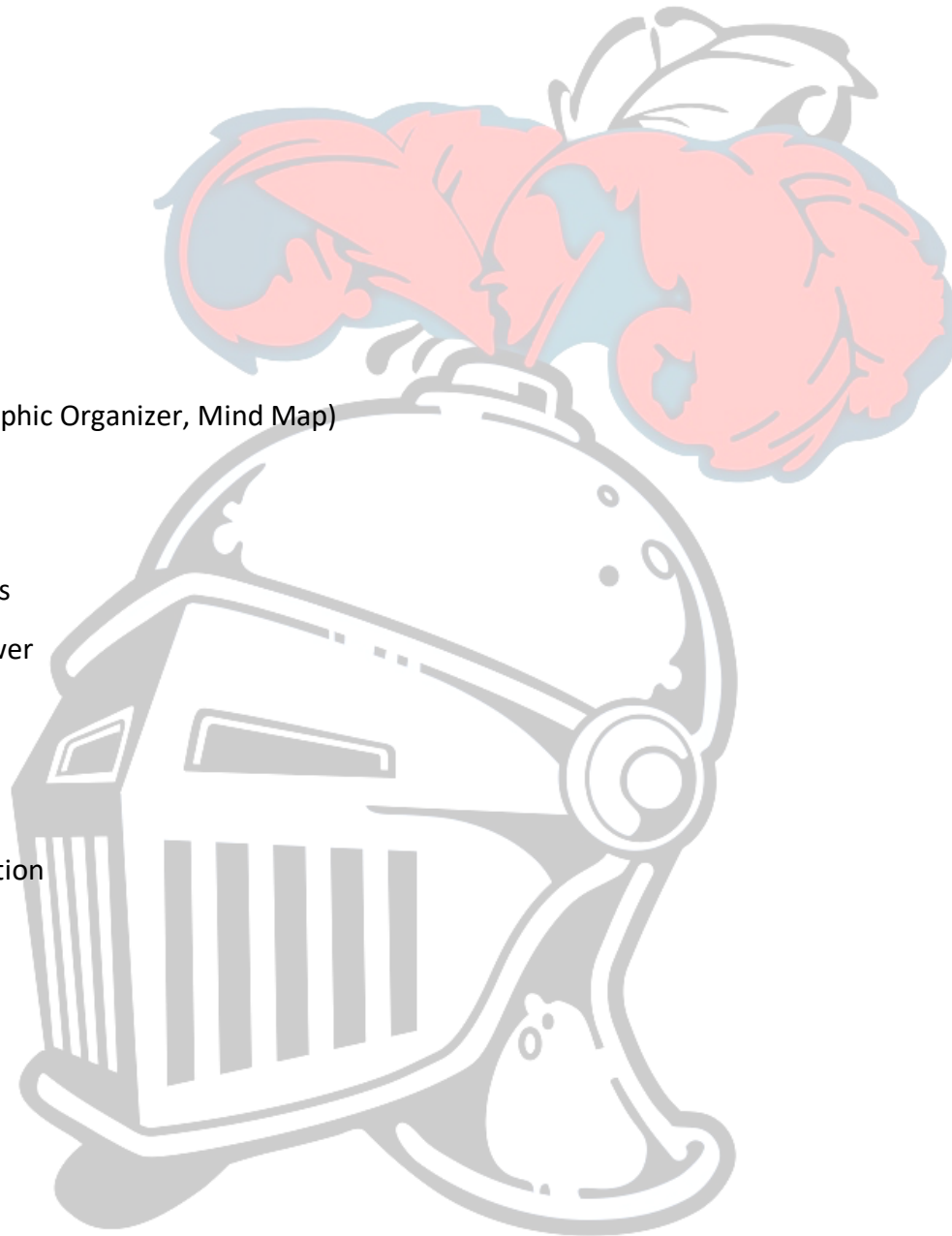
Enrichment:

- Webquest
- 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

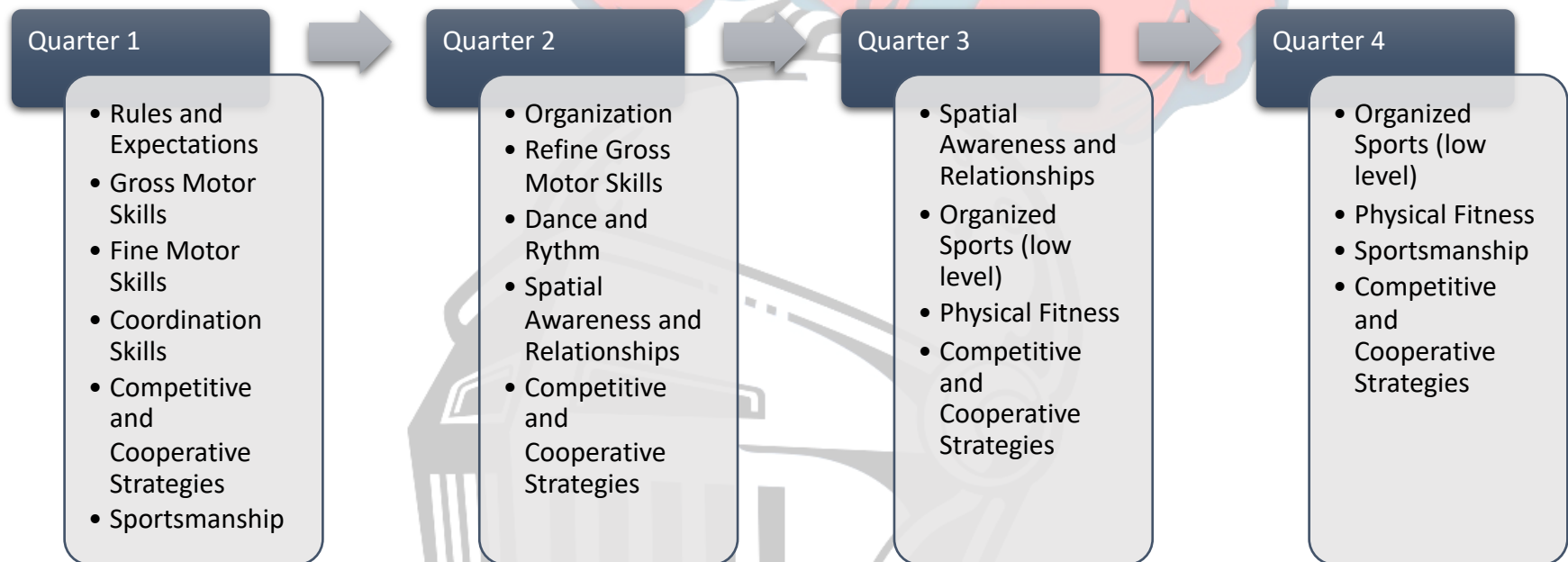


Assessments:

- 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):

