

Bedminster Township School
Subject Area: PE & Health
Grade Level: K - 2

Unit #1 - 2.1 Personal and Mental Health
Personal Growth & Development [2.1],
Pregnancy & Parenting [2.1],
Social and Sexual and Emotional Health [2.1],
Community Health Services and Support [2.1]

Dates: Month(s) **Pacing Guide: Time Frame:** # up to 4 weeks per grade
(students are on a 6-day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about age-appropriate personal growth and development, caring for offspring, emotional health, meaningful relationships, feelings, social needs, and community health services and support.

Enduring Understandings

- Be aware that personal hygiene supports health and wellness
- All living things reproduce and people need food, water, air, waste removal
- Many factors influence how we think about self and others and how we handle stress
- Many people influence relationships and how we think about ourselves
- Use of alcohol, tobacco, and other drugs in unsafe ways is dangerous to your health
- Personal health and safety is impacted by hazards and the environment
- Know who trusted adults are for help in unsafe situations and substance abuse problems
- Families help us understand conflict, relationships, our bodies, health, and behaviors

Skill and Knowledge Objectives (skills needed to perform)

- Identify strategies and healthy behaviors to maintain and influence wellness and body systems
- Explain and identify physical, social, and emotional changes
- Respond to relationship disagreements and conflict
- Identify situations and individuals that support situational feelings
- Exhibit wellness traits
- Know where to find resources and identify trusted adults and professionals that can help
- Understand conflict, disagreements, bullying, teasing
- Describe how climate change affects health

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments
- K-2 SEL: Red/Yellow/Green "X" floor marking stop light for feelings

Post-Assessment

- K-2 Pair-Share/Trio - what did you learn in class today? Summary shared in front of peers
- K-2 SEL: Red/Yellow/Green "X" floor marking stop light for feelings

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons
- Completing the **I Have People Who Care** activity sheet. [K3]
- Describe what it means to be healthy
- Describe ways to keep the body healthy
- Identify parts of the body [K4]
- Name adults who can be helpful [K7] about feelings [1-4], troublesome feelings [2-4]
- Describe the difference between bullying and teasing 2-14, 2-15]

Self-Reflection/Self-Assessment:

- Recall strategies and list ways to practice habits that promote mental and emotional well-being

Summative Assessment:

- Instructor-created exams
- Assessments used through Healthsmart

Benchmarks

- Demonstrate what students know in intervals [beginning, middle, end of MP]

Accommodations/Modifications for special populations including 504, MLL, At Risk, IEP, and enrichment:

- Pair with a classmate for translation (MLLs)
- K - 2: role-playing to involve all students (IEP, MLL) as student teachers for peers
- Activity sheets independent health class work/groups working together (pairing up / buddy system) (MLLs, enrichment)
- Student explanations to peers to reiterate teacher-led instruction during whole group

Resources

- *K-5 Scope and Sequence ETR*
- *NJSLS CH&PE*
- *Body Parts 2.1.2.PGD.4 body template*
- *Body Parts 2.1.2.PGD.4 body template private parts*
- *<https://www.etr.org/healthsmart/>*

- *Winter Wellness presentation to grades 1-2 by gr 4 wellness reps*

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Kindergarten:

- **2.1.2.PGD.1, 2**
2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy
2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arms, brush teeth).
- **2.1.2.EH.4, 5**
2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts, and behaviors.
2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

NJSLS ELA Climate Change Companion Guide

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 1:

- **2.1.2.PGD.3, 4**
2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- **2.1.2.PP.2**
2.1.2.PP.2: Explain how parents may care for their offspring (e.g., animals, people, fish).
- **2.1.2.EH.1, 2, 3**
2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

NJSLS ELA Climate Change Companion Guide

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 2:

- **2.1.2.PGD.5**
2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
- **2.1.2.PP.1**
2.1.2.PP.1: Define reproduction.
- **2.1.2.SSH.1, 2, 3, 4, 5, 6, 7**
2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. •
2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
2.1.2.SSH.3: Describe different kinds of families locally, nationally, and globally and note similarities

in how they keep their children safe.

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

2.1.2.SSH.5: Identify the basic social needs of all people.

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

NJSLS ELA Climate Change Companion Guide

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

8.1 Computer Science and Design Thinking

Boombox used daily, Interactive Whiteboard

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network..

9.1 Personal Financial Literacy

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work

9.4 Life Literacies and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- Self-awareness, social awareness, self-management
- relationship skills, responsible decision making

Kindergarten Unit #2.1

Lesson 1: Professional Growth & Development - activities and growth at different rates

Materials:

- Lessons Gr K 1-9, 11-19, 21-30

Activities:

- exploring how activity helps all human bodies stay healthy
- Gr 4 wellness reps presentation to Kindergarten

Lesson 2: Professional Growth & Development - personal hygiene and self-help skills promote healthy habits

Materials:

- Lessons Gr K-7 and 5

Activities:

- Develop awareness of healthy habits - wash hands, cough in arm, brush teeth
- Elementary dental presentation with dentist (winter)

Lesson 3: Emotional Health - managing stress with strategies to manage one's emotions and to cope with stressful situations

Materials:

- Lessons Gr 1 - 4

Activities:

- demonstrate strategies
- ways to cope with stress

Lesson 4: Community Health Services and Support - community helpers

Materials:

- Lessons Gr K 19, Gr 1 - 17

Activities:

- learn to dial and text 9-1-1 in an emergency

Lesson 5: Community Health Services and Support - talking about feelings

Materials:

- Lessons Gr K 2, 3, 10

Activities:

- identify situations that result in feeling sad, angry, frustrated, scared

Grade 1 Unit #2.1

<p>Lesson 1: Professional Growth & Development - personal hygiene and self-help skills to promote healthy habits</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <u>Lessons Gr K - 4, binder printouts</u> <p>Activities:</p> <ol style="list-style-type: none"> 1). Explain what 'well' means and identify self-care practices to support wellness 2). Demonstrate correct terminology identifying body parts and explain how body parts work together to support wellness 	<p>Lesson 2: Pregnancy and Parenting - living things reproduce</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <u>Lessons - binder printouts</u> <p>Activities:</p> <ol style="list-style-type: none"> 1) explain ways parents may care for their offspring (animals, people, fish) 	<p>Lesson 3: Emotional Health - factors influencing how we think about self and others</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <u>Grade 1 Lessons 2 & 4</u> <p>Activities:</p> <ol style="list-style-type: none"> 1) explain meaning of character & how it relates in thoughts, feelings, and actions of oneself and others 2) identify what it means to be responsible and list personal responsibilities (include school district's mission statement: provide a supportive & engaging learning environment that empowers students to become lifelong learners & responsible citizens) 3) demonstrate self-control in a variety of settings (classroom, playground, gym, assembly/concert - special programs) 	<p>Lesson 4: Social and Sexual Health - conflicts</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <u>Grade 2 Lessons 14 - 15</u> <p>Activities:</p> <ol style="list-style-type: none"> 1) define bullying and teasing and explain why they are wrong and harmful 	<p>Lesson 5: Community Health Services and Support - people in the community that keep us safe</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <u>Grade K Lesson 18, Grade 1 Lesson 17</u> <p>Activities:</p> <ol style="list-style-type: none"> 1) identify community professionals and school employees who address health emergencies and provide reliable health information to us (nurse, district physician, dentist (dental assembly)) 2) determine where to access home, school, and community health professionals (pediatrician, school nurse, district physician, SCDoH)
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Grade 2 Unit #2.1

<p>Professional Growth & Development - personal hygiene and self-help skills to promote healthy habits</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <u>Gr K Lesson - 4, binder printouts</u> <p>Activities:</p> <ol style="list-style-type: none"> 1) list medically accurate names for body parts, including the genitals 	<p>Lesson 2: Pregnancy and Parenting - living things reproduce</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <u>Lessons - binder printouts, Google Doc - giraffe and offspring</u> <p>Activities:</p> <ol style="list-style-type: none"> 1) define reproduction (use Google Doc with giraffes, offspring, etc.) 	<p>Lesson 3: Social and Sexual Health</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <u>Grade 2 Lesson 4</u> <p>Activities:</p> <ol style="list-style-type: none"> 1) discuss making choices and expressing self 2) discuss ways to express gender and how gender-role stereotypes may limit behavior 3) describe different kinds of families locally, nationally and globally; how are they similar in keeping kids safe Determine factors that 	<p>Lesson 4: Social and Sexual Health - conflicts and resolution</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <u>Grade 2 Lessons 3 - 4</u> <p>Activities:</p> <ol style="list-style-type: none"> 1) Determine healthy ways to respond to disagreements or conflicts with others (leave, talk to an adult you trust, tell a sibling, peer, trusted school member) <p>[collaborate with counselor on this lesson as needed]</p>	<p>Lesson 5: Community Health Services and Support - safety</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <u>Science resources from grade level teachers, as needed</u> <p>Activities:</p> <ol style="list-style-type: none"> 1) describe how climate change affects the health of people, plants, animals [i.e. allergies, headaches, shelter, direct sun, no heat, etc]
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		contribute to healthy relationships & those within a family 4) identify basic social needs of all people 5) explain healthy ways friends express feelings to/for one another		
				Lesson 6: Community Health Services and Support - feelings and resources Materials: <ul style="list-style-type: none"> Grade 2 Lesson 4 Activities: <ol style="list-style-type: none"> identify people who can assist with expressing one's feelings (family, teachers, counselors, principal, school psychologist, medical professionals, school behaviorist)
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Subject Area: PE & Health Grade Level: K - 2
Unit 2 - 2.2 Physical Wellness Movement Skills and Concepts, Nutrition, Physical Fitness and Lifelong Fitness
Dates: Month (s) Pacing Guide: Time Frame: # up to 4 weeks per grade for Health and Physical Education concepts are over 30 weeks Concepts and skills for Movement: 8-10 weeks / Physical Fitness 8-10 weeks / Lifelong Fitness 8-10 weeks totaling 30 weeks (students are on a 6-day cycle) (see lessons for each grade level below)

Overview

In this unit, students learn about/are **introduced** to new concepts or skills related to movement, physical and lifelong fitness, and nutrition. It is expected that students will be able to manifest understanding and demonstrate proficiency or success with some direct teacher assistance.

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Enduring Understandings

- Listen and take direction based on skills learned
- Exploring wellness helps us understand physical movement activities
- Know that people grow and enjoy activities differently
- Know how to explore ways of getting physically fit
- Physical activity enhances your health
- Teamwork involves communicating and respecting one another
- There are many ways to move the body to perform different skills and concepts
- Healthy eating habits and wellness begin with nutritious food choices
- Identify what jobs, knowledge and skills are in physical education

Skill and Knowledge Objectives (measurable expectations)

- Identify the recommended amount of physical activity needed
- Explain ways to be active each day
- Describe the benefits of eating breakfast each day
- Describe the types of foods that should be limited
- List what is needed for a job in physical education

Assessments / Modifications

Pre-Assessment/Do Now/Other ways to assess:

- K-2: Ask who remembers rules [good sportsmanship, rules, respect, enjoying learning]
- Student discussion
- K-2: Open-ended questions
- K-2: Thumbs up, thumbs down, same/agree “shaka,” surveys
- Homework assignments
- K-2 SEL: Red/Yellow/Green “X” floor marking stop light for feelings

Post-Assessment

- K-2 Pair-Share/Trio - what did you learn in class today? Summary shared in front of peers
- K-2 SEL: Red/Yellow/Green “X” floor marking stop light for feelings
- Gr 2 Rock and Roll Run - test their running skill over time (observational)

Formative Assessment:

- Do Now and Exit Slips
- Red X, Yellow X, Green X floor tape (well-being/feelings about lesson/unit exit slip)
- In-class discussions: small group discussions, class discussions

- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons
- Complete favorite healthy foods activity [K22]
- Complete breakfast activity sheet [1-21]
- Complete 5-a-day record activity sheet [2-19]
- Record physical activity sheets [2-21]

Self-Reflection/Self-Assessment:

- Name healthy foods and ways to be physically active
- Gr K-2: What does health mean to you? Expectations from class and what they learned from health class.
- Feelings - Red, Yellow, Green color dots on the floor entrance/exit of classrooms

Summative Assessment:

- Instructor-created exams
- Assessments used through Healthsmart

Benchmarks

- Demonstrate what students know in intervals [beginning and end of year] of throwing ability with dots or hoops

Resources

- <https://www.etr.org/healthsmart/>
- NJSLS CH&PE
- Music - Spotify, Apple Music, student playlists (music modified based on student requests, all age-appropriate)

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Kindergarten:

- **2.2.2.MSC.1, 5, 6, 7**
 - 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, shuffling, running).
 - 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback
 - 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
 - 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment
- **2.2.2.PF.1**
 - 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- **2.2.2.LF.1, 2, 3, 4**
 - 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
 - 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

NJ Student Learning Standards for (Content Area and other areas, as applicable) **Grade 1:**

- **2.2.2.MSC.2, 3**

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well as transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.

- **2.2.2.PF.3**

2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

- **2.2.2.N.1, 2, 3**

2.2.2.N.1: Explore different types of foods and food groups.

2.2.2.N.2: Explain why some foods are healthier to eat than others.

2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

NJ Student Learning Standards for (Content Area and other areas, as applicable) **Grade 2:**

- **2.2.2.MSC.4, 8**

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.8: Explain the difference between offense and defense.

- **2.2.2.PF.2, 4**

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

8.1 Computer Science and Design Thinking

Boombbox used daily, Interactive Whiteboard

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network..

9.1 Personal Financial Literacy

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work

9.4 Life Literacies and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- Self-awareness, social awareness, self-management
- relationship skills, responsible decision making

Kindergarten Unit #2.2
DS 24-25

<p>Skills Unit: Movement Skills and Concepts - body movements [gross, fine, locomotor, non-locomotor, and manipulative skills for movements, concepts, games, aerobics, dance, sports, rec activities] Movement Skills and Concepts - Feedback - demonstrate correct movements or adjust movement in response to feedback</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Pizza Tag toppings [Pizza Tag] K-2 <p>Activities:</p> <ol style="list-style-type: none"> 1) Pizza tag - topping tagger tags for 1-1.5 minutes then increase time & challenge for Gr 1 then Gr 2 <p>1) perform sequences of locomotor movements and rhythmic activities [walk, balance, hop, skip, run] AND give feedback to improve learning of skills and concepts</p> <p>SWL A/are introduced to a concept or skill. It is expected that most students will be able to manifest understanding and demonstrate proficiency or success with some direct teacher assistance. SWL: Chicken, YMCA, Bunny Hop, Hokey Pokey, Macarena, Limbo, Cha-cha Slide, Cotton Eye</p>	<p>Skills Unit: Movement Skills and Concepts - teamwork including communication and respect</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <p>Activities:</p> <ol style="list-style-type: none"> 1) execute appropriate behaviors and etiquette by participating in and watching activities, games, sports, and other events; demonstrate kindness towards self and others 	<p>Skills Unit: Movement Skills and Concepts - Physical Fitness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Grade 2 Lesson 21 <p>Activities:</p> <ol style="list-style-type: none"> 1) SWBAT move and perform differently to benefit and enhance personal health. They will learn what it means to have a healthy heart, strong bones, increased energy, and strong muscles. 2) SWBAT participate in learning yoga stretches and breathing 	<p>Skills Unit: Movement Skills and Concepts - Lifelong Fitness</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <p>Activities:</p> <ol style="list-style-type: none"> 1) SWBAT explore wellness components that include expressing one's feelings when involved in movement and physical activity, controlling and adapting posture and balance, work on different surfaces (mats, turf, grass, hard surfaces, gym floors, sand, water, snow), and explore their body range of motion through flexibility and breathing exercises. 2) Explore range of motion, know:: stretching, mindfulness, yoga 	<p>Skills Unit: Movement Skills and Concepts - community and school resources</p> <p>Materials:</p> <ul style="list-style-type: none"> ● <p>Activities:</p> <ol style="list-style-type: none"> 1) identify physical activities outside of school that are in the community <p>Skills Unit: Introduction to the PE Classroom Structure, expectations, rules and safety [1-2 periods]</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Bluetooth Speaker, phone <p>Activities:</p> <ol style="list-style-type: none"> 1) Listening: identify start and go cues for directions of class, expectations for seating, procedures with equipment [Hands on head, hands on hips, quiet lips], start and stop with music [audio cues], <p>Skills Unit: Introduction to personal space and general space</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Bluetooth Speaker, phone <p>Activities:</p> <ol style="list-style-type: none"> 1) Ss create with their arms their personal space, run, jog in place, learn whistle signals (1 or 2 whistles) and practice locomotor movements
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<p>Joe, Electric Slide, Hand Jive, Karaoke dance</p> <p>2) SWBAT participate in learning yoga stretches and breathing [see also Lesson 3 yoga]</p> <p>Activities:</p> <p>2) Rock and Roll run - introduction including walking and jogging/running</p>				
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Grade 1 Unit #2.2

<p>Lesson 1: Movement Skills and Concepts - body movements [gross, fine, locomotor, non-locomotor, and manipulative skills for movements, concepts, games, aerobics, dance, sports, rec activities] Movement Skills and Concepts - Feedback - demonstrate correct movements or adjust movement in response to feedback</p> <p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <p>1) differentiate between non-locomotor and locomotor movements and be able to transfer body weight (stretching, bending, twisting, curling)</p> <p>2) SWBAT participate in learning yoga stretches and breathing</p> <p>Activities:</p> <p>2) Rock and Roll run - introduction including walking and jogging/running and add skipping/galloping</p>	<p>Lesson 2: Movement Skills and Concepts - Physical Fitness</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>INTRODUCE IN GR 1</i> <p>Activities:</p> <p>1) engage in moderate to vigorous activities (games, challenges) and add team building in grade 2</p> <p>2)SWBAT participate in learning yoga stretches and breathing</p>	<p>Lesson 3: Nutrition - food choices to support wellness and healthy eating habits</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Gr K Lessons 21 - 22</i> <p>Activities:</p> <p>1) explore different types of food/food groups</p> <p>2) explain why foods are healthier than others (vegetables, fruits, protein, snacks, etc)</p> <p>3) differentiate between healthy/unhealthy eating habits (snacking, excess sugar/sweets)</p>	<p>Lesson 4: Introduction to the PE Classroom Structure, expectations, rules and safety [1-2 periods]</p> <p>Materials:</p> <ul style="list-style-type: none"> • Bluetooth Speaker, phone <p>Activities:</p> <p>1) Listening: identify start and go cues for directions of class, expectations for seating, procedures with equipment [Hands on head, hands on hips, quiet lips], start and stop with music [audio cues],</p>	<p>Lesson 5: Introduction to personal space and general space</p> <p>Materials:</p> <ul style="list-style-type: none"> • Bluetooth Speaker, phone <p>Activities:</p> <p>1) Ss create with their arms their personal space, run, jog in place and learn whistle signals (1 or 2 whistles) and practice locomotor movements</p>
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Grade 2 Unit #2.2

<p>Lesson 1: Movement Skills and Concepts - body movements [gross, fine, locomotor, non-locomotor, and manipulative skills for movements, concepts, games, aerobics, dance, sports, rec activities] Movement Skills and Concepts - Feedback - demonstrate correct movements or adjust movement in response to feedback</p> <p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <p>1) differentiate manipulative movements (throw, catch, dribble)</p> <p>Activities:</p> <p>2) Rock and Roll run - introduction including walking and jogging/running, skipping, galloping and "karaoke" movement [grapevine move]</p>	<p>Lesson 2: Movement Skills and Concepts - teamwork including communication and respect</p> <p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <p>1) explain the difference between offense and defense</p>	<p>Lesson 3: Movement Skills and Concepts - Physical Fitness</p> <p>Materials:</p> <ul style="list-style-type: none"> • <i>Grade K Lesson 24</i> <p>Activities:</p> <p>1) explore how to move different body parts in a controlled manner</p> <p>2) engage in moderate to vigorous activities (games, challenges and team building)</p> <p>3) demonstrate strategies and skills that enable team and group members to achieve goals</p>	<p>Lesson 4: Introduction to the PE Classroom Structure, expectations, rules and safety [1-2 periods]</p> <p>Materials:</p> <ul style="list-style-type: none"> • Bluetooth Speaker, phone <p>Activities:</p> <p>1) Listening: identify start and go cues for directions of class, expectations for seating, procedures with equipment [Hands on head, hands on hips, quick lips], start and stop with music [audio cues]</p>	<p>Lesson 5: Introduction to personal space and general space</p> <p>Materials:</p> <ul style="list-style-type: none"> • Bluetooth Speaker, phone <p>Activities:</p> <p>1) Ss create with their arms their personal space, run, jog in place and learn whistle signals (1 or 2 whistles) and practice locomotor movements</p>
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Subject Area: PE & Health
Grade Level: #K - 2

Unit #3 - 2.3 Safety
Personal Safety,
Health Conditions, Diseases, and Medicines,
Alcohol, Tobacco, Other Drugs and
Dependency, Substances Disorder, and Treatment

Dates: Month (s) **Pacing Guide:** **Time Frame:** # up to 4 weeks per grade for health-related topics
(students are on a 6-day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about age-appropriate personal safety, health conditions, diseases, medicines, alcohol, tobacco, drugs, and substance abuse.

Enduring Understandings

- Use of alcohol, tobacco, and other drugs in unsafe ways is dangerous to your health
- Personal health and safety is impacted by hazards and the environment
- Know who trusted adults are for help in unsafe situations and substance abuse problems

Skill and Knowledge Objectives

- Demonstrate healthy, clean, and safe habits and behaviors
- Discuss healthy and safe choices
- Problem solving
- Develop awareness of warning symbols
- Define boundaries and autonomy
- Identify trusted individuals
- Explain the consequences on health (food environment, hygiene, disease)
- Explain medicine and the harms of it
- Recognize substance abuse and how individuals can get help

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments
- K-2 SEL: Red/Yellow/Green "X" floor marking stop light for feelings

Post-Assessment

- K-2 Fair Share/Trio - what did you learn in class today? Summary shared in front of peers
- K-2 SEL: Red/Yellow/Green "X" floor marking stop light for feelings

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons

Self-Reflection/Self-Assessment:

- Bike safety, sun safety, ocean currents, hydration

Summative Assessment:

- Instructor-created exams

- Assessments used through Healthsmart

Benchmarks

- Demonstrate what students know in intervals [beginning, middle, end of MP]

Accommodations/Modifications for special populations including 504, At Risk, IEP, and enrichment:

- Interactive whiteboard slide presentations highlighting keywords and concepts to support teacher-led instruction
- Pair with a classmate for translation (MLLs)
- Pair with a classmate for translation (MLLs)

Resources

- 2.3.2.PS.3-4 Poison safety and *poison symbol*
- 2.3 Personal Safety - Symbols
- <https://www.etr.org/healthsmart/>
- NJSLS CH&PE

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Kindergarten:

- **2.3.2.PS.1**
2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- **2.3.2.HCDM.2**
2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handling food hygienically, brushing teeth, regular physical activity, adequate sleep, and appropriate dress for various weather conditions).

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 1:

- **2.3.2.PS.2, 3, 4, 6**
2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, and in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). • 2.3.2.PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- **2.3.2.ATD.1, 2**
2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. • 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 2:

- **2.1.2.PGD.5**
2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
- **2.1.2.PP.1**
2.1.2.PP.1: Define reproduction.
- **2.1.2.SSH.1, 2, 3, 4, 5, 6, 7**
2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. •
2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
2.1.2.SSH.3: Describe different kinds of families locally, nationally, and globally and note similarities in how they keep their children safe.
2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
2.1.2.SSH.5: Identify the basic social needs of all people.
2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- **2.2.2.MSC.4, 8**
2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.8: Explain the difference between offense and defense.
- **2.2.2.PF.2, 4**
2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
- **2.3.2.PS.5, 7, 8**
2.3.2.PS.5: Define bodily autonomy and personal boundaries.
2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations that may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
- **2.3.2.ATD.3**
2.3.2.ATD.3: Explain the effects of tobacco use on personal hygiene, health, and safety.
- **2.3.2.HCDM.1, 3**
2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
- **2.3.2.DSDT.1, 2**
2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

8.1 Computer Science and Design Thinking

Boombbox used daily, Interactive Whiteboard

- 8.1.2.NI.1: Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network..

9.1 Personal Financial Literacy

- 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work

9.4 Life Literacies and Key Skills

- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- Self-awareness, social awareness, self-management
- relationship skills, responsible decision making

Kindergarten #2.3

Lesson 1: Personal Safety - environment impact on personal health and safety

Materials:

- Gr K Lesson 9

Activities:

1) demonstrate personal habits and behaviors that contribute to keeping self and others healthy and the environment clean and safe

Lesson 2: Health Conditions, Diseases, and Medicines - food, water, air, waste removal, temperature

Materials:

- Gr K Lessons 5, 7

Activities:

1) demonstrate personal hygiene and behaviors that keep a person healthy
 2) explain how to avoid illness
 3) handle food hygienically
 4) brush teeth, understand adequate sleep and dress appropriately

Grade 1 Unit #2.3

Lesson 1: Personal Safety - environment impact on personal health and safety

Materials:

- Gr 1 lessons 10 - 12, Gr 2 Lessons 9-13, 16

Activities:

1) discuss healthy and

Lesson 2: Personal Safety - trusted adults for unsafe situations

Materials:

- Gr 2 lesson 14

Activities:

1) demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries

Lesson 3: Alcohol, Tobacco, and other Drugs

Materials:

- Grade K Lesson 7

Activities:

1) explain what medicines are, how they are used, and the importance of utilizing medications properly

<p>safe choices indoors and outdoors (equipment, bike helmets, vehicle, water, weather safety) ADD: 2.1.2.CHSS.4 to lesson**</p> <p>2) recognize and demonstrate safety strategies to prevent injuries home, school, and in community: traffic, bicycle, scooter, fire, poison, accident prevention)</p> <p>3) develop awareness of warning symbols and their meanings (red light, stop sign, poison symbol)</p>	<p>including friends and family</p>	<p>2) identify ways in which drugs, including some medicines, can be harmful</p>		
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Grade 2 Unit #2.3

<p>Lesson 1: Personal Safety - trusted adults for unsafe situations</p> <p>Materials:</p> <ul style="list-style-type: none"> Gr 1 lessons 20 - 12, Gr 2 Lessons 4 <p>Activities:</p> <ol style="list-style-type: none"> define bodily autonomy and personal boundaries identify behaviors that would be considered child abuse (emotional, physical, sexual) identify trusted adults (family, caregivers, school staff) that you can talk to about uncomfortable or dangerous situations (bullying, teasing, child sexual abuse) 	<p>Lesson 2: Health Conditions, Diseases, and Medicines - food, water, air, waste removal, temperature</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 2 Lessons 5, 8, 21, 23 <p>Activities:</p> <ol style="list-style-type: none"> explain consequences on health if you do not have adequate food and clean environment explain strategies and develop skills to prevent spread of communicable diseases and health conditions (Lyme's disease, influenza, cardiovascular diseases) 	<p>Lesson 3: Alcohol, Tobacco, and other Drugs - use of and harm to one's health</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade K Lessons 23-25 <p>Activities:</p> <ol style="list-style-type: none"> explain effects of tobacco use on personal hygiene, health, safety 	<p>Lesson 4: Dependency, Substances Disorder and Treatment</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 1 Lessons 26 - 29 <p>Activities:</p> <ol style="list-style-type: none"> recognize the difficulty some people face controlling their use of alcohol, tobacco, and other drugs explain that those who abuse can get help 	<p>Lesson 5: Title</p> <p>Materials:</p> <ul style="list-style-type: none"> <p>Activities:</p> <ol style="list-style-type: none">
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Accommodations/Modifications for special populations including At Risk, IEP, MLLs, and enrichment:

- Limit multiple-choice options with equipment (ball size, weight, shape) for all, IEPs
- Pair with a classmate for translation (MLLs)
- Pair with a classmate for safety for students varying in skill level (new students, at-risk, enrichment)

- Students with special skills demonstrate for group PE classes of all ages (i.e. team basketball players visit school, student gymnast teaches and demonstrates higher skill levels for PE classes)
- Start with equipment assessments and observe student control (hula hoop holding Gr 1, jumping through a hula hoop (Gr 1, twisting, jumping over rope or line (K), nerf ball/basketball throws Gr 2)
- Start with jump rope holding, jumping through once to multiple times [students work 1:1 with the teacher until grade 2]
- Jump rope [MLLs - give several options of different size ropes to measure the best size fit]
- Start with Nerf ball for body movements then eventually catch with a partner, use of targets, group activities, divide up less skilled students with higher performing students for success
- Refer to colors in Spanish (cone colors, team colors)
- Refer to teams in Spanish by numbers
- Warm Ups - speak in Spanish (up, down and counting while breathing in Spanish)
- Allow students to count in their native language
- Rock and Roll Run - modify the intensity of the drill, students not running become scorekeepers, students not running collect/handout equipment and still participate by walking,

Differentiate Instruction, depending on individual 504 needs) by:

- Limit multiple-choice options with equipment (ball size, weight, shape)
- Pair with a classmate for safety
- Students with special skills demonstrate for group PE classes of all ages (i.e. team basketball players visit school, student gymnast teaches and demonstrates higher skill levels for PE classes)
- Start with equipment assessments and observe student control (hula hoop holding Gr 1, jumping through a hula hoop (Gr 1, twisting, jumping over rope or line (K), nerf ball/basketball throws Gr 2)
- Start with jump rope holding, jumping through once to multiple times [students work 1:1 with the teacher until grade 2]
- Jump rope [give several options of different size ropes to measure the best size fit]
- Start with Nerf ball for body movements then eventually catch with a partner, use of targets, group activities, divide up less skilled students with higher performing students for success
- Refer to colors in Spanish (cone colors, team colors)
- Refer to teams in Spanish by numbers
- Rock and Roll Run - modify the intensity of the drill, students not running become scorekeepers, students not running collect/handout equipment and still participate by walking,

Bedminster Township School
Subject Area: PE & Health
Grade Level: 3 - 5

Unit #1 - 2.1 Personal and Mental Health
Personal Growth & Development [2.1],
Pregnancy & Parenting [2.1],
Social and Sexual and Emotional Health [2.1],
Community Health Services and Support [2.1]

Overview

In this unit, students learn about personal growth and development, pregnancy and parenting, emotional/social/sexual health, and community health services and support.

Enduring Understandings

- Health is influenced by parts of the body system
- Puberty is a time of body changes
- Reproduction and ways in which pregnancy can occur
- Self-management skills and resiliency affect feelings, coping, and emotions
- Gender, gender expression, and sexual orientation vary among people
- Family members impact your development
- There are differences between healthy and unhealthy relationships
- There are characteristics in describing healthy relations and mutual respect
- Community and school professionals can offer reliable information for coping strategies and in emergencies
- How current events fall into various health categories. Climate change can affect mental health.

Skill and Knowledge Objectives

- Identifying strategies and behaviors to maintain and influence wellness and body systems (
- Explain and identify physical, social, and emotional changes
- Responding to relationship disagreements and conflict
- Identifying situations and individuals that support situational feelings
- Health strategies
- Wellness traits
- Know where to find resources
- Understand conflict, disagreements, bullying, teasing
- Describe how climate change affects health
- Research current events that are relevant to the students and that support individuals and their rights

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons
- Gr 4 Health - journal entry pre and post-exercise, endorphins
- Current event assignments

Self-Reflection/Self-Assessment:

- Gr 4: What does health mean to you? Expectations from class and what they learned from health class.
- Bike safety, sun safety, ocean currents, hydration
- Feelings - Red, Yellow, Green color dots on the floor entrance/exit of classrooms

Summative Assessment:

- Instructor-created exams
- Assessments used through Healthsmart

Benchmarks:

- Personal and mental health skills knowledge

Accommodations/Modifications for special populations including 504, MLL, At Risk, IEP, and enrichment:

- Labeling parts of the body
- Pair up using whiteboards

- Role play with ETR dialogue to act out

Resources

- [NJSLS CH&PE](#)
- <https://www.etr.org/healthsmart/>
- *List print and digital sources being used here*

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 3:

- **2.1.5.EH.3, 4**
2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- **2.1.5.CHSS.3**
2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

NJSLS ELA Climate Change Companion Guide

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 4:

- **2.1.5.PGD.1**
2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- **2.1.5.SSH.4, 5, 6, 7**
2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
2.1.5.SSH.5: Explain the importance of communication with family members, caregivers, and other trusted adults about a variety of topics.
2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and family members.
2.1.5.SSH.7: Define teasing, harassment, and bullying and provide examples of inappropriate behaviors that are harmful to others.
- **2.1.5.CHSS.1, 2**
2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.1.5.CHSS.2: Describe how businesses, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

NJSLS ELA Climate Change Companion Guide

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 5:

- **2.1.5.PGD.2, 3, 4, 5**

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

- **2.1.5.PP.1, 2**

2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

- **2.1.5.EH.1, 2**

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations, and/or separation from family or others.

- **2.1.5.SSH.1, 2, 3**

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

NJSLS ELA Climate Change Companion Guide

- **W.AW.5.1** - write opinion pieces on topics/texts, supporting a point of view with reasons and information

8.1 Computer Science and Design Thinking

Boombox used daily, Interactive Whiteboard

- 8.1.5.DA.1: Collect, organize, and display data to highlight relationships or support a claim.

- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

9.1 Personal Financial Literacy

- 9.1.5.PB.2: Describe choices consumers have with money.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income

9.4 Life Literacies and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- self-awareness
- social awareness
- self-management
- relationship skills
- responsible decision making

Grade 3 Unit #2.1			
<p>Lesson 1: Emotional Health - resiliency skills</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Grade 3 Lessons 1 - 2, Grade 5 lesson 4, Grade 4 Lessons 3, 5-6 <p>Activities:</p> <p>1) identify feelings and emotions people experience and how they might express anger, fear, happiness, sadness, hopelessness, anxiety</p> <p>2) identify behaviors that help to deal with difficult situations that can occur at home, in school, or community & where to go for assistance</p>	<p>Lesson 2: Community Health Services and Support - awareness of coping strategies</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Grade 4 Lessons 1 - 3 <p>Activities:</p> <p>1) describe strategies useful for those who are feeling sad, angry, anxious, stressed</p>		
Grade 4 Unit #2.1			
<p>Lesson 1: Personal Growth and Development - health and body systems</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Grade 3 Lesson 1 <p>Activities:</p> <p>1) identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain one's wellness [i.e. adequate sleep, balanced nutrition, ergonomics, regular physical activity]</p>	<p>Lesson 2: Social and sexual health</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Grade 3 Lesson 3 - 4, 14 - 15 <p>Activities:</p> <p>1) describe how families share common values, offer emotional support, and set boundaries and limits</p>	<p>Lesson 3: Community Health Services and Support</p> <p>Materials:</p> <ul style="list-style-type: none"> ● Grade 3 Lesson 16, Grade 4 Lesson 27 Help for Me worksheet <p>Activities:</p> <p>1) identify health services and resources that address needs and emergencies in school and community [i.e. counselors,</p>	

	<p>2) explain the importance of communication with family members, caregivers, and other trusted adults on topics</p> <p>3) describe characteristics of healthy versus unhealthy relationships among friends and with family members</p> <p>4) define teasing, harassment and bullying, and provide examples of inappropriate behaviors that are harmful to others</p>	<p>medical professionals]</p> <p>2) describe how businesses, non-profit organizations, and others work to address health problems affected by global issues, including climate change [i.e. SCDoh, NJDoH, CDC, WHO, pharma]</p>	
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Grade 5 Unit #2.1

<p>Lesson 1: Personal Growth and Development - puberty</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 5 Lessons 24 - 35, 38 <p>Activities:</p> <p>1) examine how the body changes during puberty and how these changes influence personal self-care</p> <p>2) explain physical, social, and emotional changes that occur and why the onset and progression of puberty varies</p> <p>3) explain common sexual human development and the role of hormones [i.e. romantic and sexual feelings, mood swings, timing of pubertal onset]</p> <p>4) identify trusted adults, family, caregivers, school staff, and health care professionals students can talk to about relationships and ask questions about puberty and adolescent health.</p>	<p>Lesson 2: Pregnancy and Parenting</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 5 Lessons 34 - 35 <p>Activities:</p> <p>1) explain the relationship between sexual intercourse and human reproduction</p> <p>2) explain the range of ways pregnancy can occur [i.e. IVF, and surrogacy are examples that are not required but could be used]</p>	<p>Lesson 3: Emotional Health</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 4 Lessons 2, 5 -6, Grade 5 Lesson 2 <p>Activities:</p> <p>1) discuss the impact of one's feelings and thoughts that lead to healthy/unhealthy behaviors</p> <p>2) explain how to cope with rejection, loss, difficult learning situations, and or separation from family or others</p>	<p>Lesson 4: Social and Sexual Health</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 5 Lessons 36, Grade 3 Lesson 5 <p>Activities:</p> <p>1) describe gender role stereotypes and their impact on self and others</p> <p>2) differentiate between sexual orientation and gender identity</p> <p>3) demonstrate ways to promote dignity and respect for all people [i.e. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration]</p>
<p>Current events are required by students in health classes in grades 5-8 Standards Aligned Current Events Topics by Grade Level</p>			

Unit 2 - 2.2 Physical Wellness
Movement Skills and Concepts [2.2] with Nutrition [2.2], Physical Fitness [2.2] and Lifelong Fitness [2.2]

Dates: Month (s) **Pacing Guide:** **Time Frame:** # up to 4 weeks per grade for Health and Physical Education concepts are over 30 weeks
Concepts and skills for Movement: 8-10 weeks / Physical Fitness 8-10 weeks / Lifelong Fitness 8-10 weeks totaling 30 weeks
(students are on a 6-day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about movement skills and concepts, physical fitness, lifelong fitness, and nutrition.

Enduring Understandings

- Gross, fine motor, and manipulative skills knowledge enhances physical activities and movement
- Constructive feedback affects sportsmanship, safety, movement, and participation
- Team approach behaviors include offensive, defensive, and cooperative strategies
- Physical fitness includes motor skill performance
- Wellness is maintained over time through physical activities
- Personal and community resources can support physical activity
- Balanced nutrition supports making nutrition-related decisions that contribute to wellness
- Understand what a career is in physical education

Skill and Knowledge Objectives

- Understand body coordination and the space around you
- Show control during games and isolated environments
- Act appropriate and play in a safe environment
- Accept others and their abilities
- Know that lifestyle choices affect personal fitness
- Create an environment of healthy and balanced eating
- Factors that affect career and earnings

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments

- Mile Run grade 4

Post-Assessment:

- Running skills (jogging) grade 3-4
- Mile Run grade 4

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons
- Basketball Make it and Take it (adding dots with a point system, individual and team-based)

Self-Reflection/Self-Assessment:

- Share how their run/walk time has improved

Summative Assessment:

- Instructor-created exams
- Assessments used through Healthsmart

Benchmarks

- Movement skills and physical ability: Demonstrate what students know in intervals [beginning, middle, end of year by month] increasing in 30-second increments of time for jogging

Accommodations/Modifications for special populations including At Risk, IEP, MLL, and enrichment:

- Run/walk with a partner
- Have a friend demonstrate running/walking at different paces
- Limit the run/walk
- Basketball Make it and Take it (most ability is paired with non-athletic students)
- Pair up students Square in the Air (volleyball-like)

Resources

- NJSLS CH&PE
- <https://www.etr.org/healthsmart/>
- *List print and digital sources being used here*

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 3:

- 2.2.5.MSC.1, 4
2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 2.2.5.PF.1, 2
2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit

about personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

- 2.2.5.LF.1, 3
2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.3: Explore the body's range of motion by participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

NJ Student Learning Standards for (Content Area and other areas, as applicable) **Grade 4:**

- **2.2.5.MSC.3**
2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- **2.2.5.LF.2**
2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- **2.2.5.N.1, 2, 3**
2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain a healthy weight, lowers the risk of disease, and keeps body systems functioning effectively.
2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

NJ Student Learning Standards for (Content Area and other areas, as applicable) **Grade 5:**

- 2.2.5.MSC.2, 5, 6, 7
2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributing to a safe environment.
2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- 2.2.5.LF.4
2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises

(e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

- 2.2.5.PF.3, 4
2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
2.2.5.PF.4: Develop a short-term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

8.1 Computer Science and Design Thinking

Boombbox used daily, Interactive Whiteboard

- 8.1.5.DA.1: Collect, organize, and display data to highlight relationships or support a claim.
- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

9.1 Personal Financial Literacy

- 9.1.5.PB.2: Describe choices consumers have with money.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income

9.4 Life Literacies and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- self-awareness
- social awareness
- self-management
- relationship skills
- responsible decision making

Grade 3 Unit #2.2

Lesson 1: Movement Skills and Concepts - gross, fine motor and manipulative skills

Materials:

- Grade 3 Lessons

Activities:

- 1) demonstrate body management skills and control about others, objects, boundaries (coordination, balance, flexibility, agility)
- 2) develop the necessary body control to

Lesson 2: Physical fitness - enhancing personal health and motor skills

Materials:

- Grade 3 Lessons 20, 22-23

Activities:

- 1) identify physical, social, emotional, and intellectual benefits of regular activity

Lesson 3: Lifelong fitness - wellness and community resources

Materials:

- Grade 5 Lesson 23, Grade 4 Lesson 18

Activities:

- 1) explain the need to engage in physical activities
- 2) understand engaging in movement and

improve stability and balance during movement and physical activity	<p>2) understand accepting and respecting others of all skill levels and abilities during participation</p> <p>3) determine factors influencing personal fitness and other healthy lifestyle choices (heredity, physical activity, nutrition, sleep, technology)</p>	<p>physical activity for enjoyment individually and with others</p> <p>3) describe how community resources can support participation in physical activities [i.e. rec sports, rec camp, use board policies as an example]</p>
<p>Lesson 4: Career choices in physical education and earnings Likes, dislikes, job v career, salary earnings</p>		

Grade 4 Unit #2.2

<p>Lesson 1: Movement Skills and Concepts - gross, fine motor and manipulative skills</p> <p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <p>1) demonstrate and perform movement skills in isolated settings [i.e. skill practice] and applied settings [i.e. games, sports, dance, recreational activities]</p>	<p>Lesson 2: Lifelong fitness - wellness</p> <p>Materials:</p> <ul style="list-style-type: none"> • Grade 5 Lesson 23, Grade 4 Lesson 18 <p>Activities:</p> <p>1) Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness</p>	<p>Lesson 3: Nutrition (balanced)</p> <p>Materials:</p> <ul style="list-style-type: none"> • Grade 5 Lessons 16 - 18, 22 - 23 [Lesson 19 can be used for celebrations] <p>Activities:</p> <p>1) explain how healthy eating provides energy, helps maintain a healthy weight, lowers the risk of disease, and keeps body systems functioning effectively</p> <p>2) create a healthy meal based on nutritional content, value, calories, and cost</p> <p>3) develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture</p>
<p>Lesson 4: Career choices in physical education and earnings Likes, dislikes, job v career, salary earnings</p>		

Grade 5 Unit #2.2

<p>Lesson 1: Movement Skills and Concepts - constructive feedback</p> <p>Materials:</p> <ul style="list-style-type: none"> • Mat, water bottle <p>Resource:</p> <ul style="list-style-type: none"> • OT to teach class with PE teacher <p>Activities:</p> <p>1) explain and demonstrate movement sequences, alone with others, in response to temps, rhythms, music styles</p> <p>2) know correct movement skills and analyze concepts in response to feedback and self-evaluation</p> <p>3) execute appropriate behaviors and etiquette</p>	<p>Lesson 2: Physical Fitness - personal health</p> <p>Materials:</p> <ul style="list-style-type: none"> • Grade 5 Lessons 20 - 23 <p>Activities:</p> <p>1) participate in fitness activities and build skills that address endurance, strength, speed, agility, flexibility, balance</p> <p>2) develop short and long-term health-related fitness goals [include cardiorespiratory endurance heart and lungs, muscular strength, muscular endurance, flexibility, body composition, and nutrition] to evaluate personal health</p>	<p>Lesson 3: Lifelong fitness</p> <p>Materials:</p> <ul style="list-style-type: none"> • Grade 5 Lesson 23 <p>Activities:</p> <p>1) perform and increase the range of motion with stretching and breathing exercises [i.e. dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga]</p> <p>2) SWBAT participates in learning yoga stretches and breathing</p>
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<p>when participating</p> <p>4) apply rules, strategies, and procedures for specific physical activity, games, and sports in a safe environment</p> <p>5) SWBAT participates in learning yoga stretches and breathing</p>		
<p>Lesson 4: Career choices in physical education and earnings</p> <p>Likes, dislikes, job v career, salary earnings</p>		

Bedminster Township School
Subject Area:
Grade Level: #3-5

Unit #3 - 2.3 Safety
Personal Safety
Health Conditions, Diseases, and Medicines,
Alcohol, Tobacco, Other Drugs and
Dependency, Substance Disorder, and Treatment

Dates: Month (s) **Pacing Guide:** **Time Frame:** # up to 4 weeks per grade for health-related topics
(students are on a 6-day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about personal safety, health conditions, diseases and medicines, alcohol, tobacco and other drugs, dependency, substance disorders, and treatment.

- Enduring Understandings**
- Safety includes being aware of your environment and knowing when situations lead to injury/illness
 - Online safety involves employing strategies to respect other people’s boundaries
 - Setting healthy boundaries shows respect for self and others
 - Preventing diseases and staying healthy depends on one’s wellness and habits
 - Certain product use may affect the user, family, and community members in a negative way
 - Substance abuse effects are both short and long-term that dangers and harm one’s health
 - Unintended consequences can result from the use and abuse of drug and alcohol products
 - Resources are available for those struggling with addiction and abuse of drugs or alcohol
 - How current events fall into various health categories

Skill and Knowledge Objectives

- Know how to reduce the risk of injury
- Be able to help with first aid procedures
- Use digital media respectfully
- Communicate with others to protect each other's boundaries
- Know what keeps the human body working properly
- Identify unhealthy substances and health concerns associated with choices made
- Know the behaviors observed by people who struggle with harmful substances
- Seek assistance from reputable resources in the community for those in need
- Interpret information and describe how climate change affects/contributes to health
- Research current events and report on a topic that is relevant to the students and that supports individuals and their rights

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons

Self-Reflection/Self-Assessment:

-

Summative Assessment:

- Instructor-created exams
- Assessments used through Healthsmart

Benchmarks

- Personal safety skills: Demonstrate what students know in intervals [beginning, middle, end of MP]

Accommodations/Modifications for special populations MLL, At Risk, IEP, and enrichment:

- Limit options on assessments
- Partner work with a peer
- Read the directions or questions

Resources

- NJSLS CH&PE
- <https://www.etr.org/healthsmart/>
- *List print and digital sources being used here*

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 3:

- **2.3.5.PS.3, 5**
2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's boundaries.
- **2.3.5.HCDM.1, 2**
2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly and how the body responds.
2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza).

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 4:

- **2.3.5.PS.1, 2**
2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. •
2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- **2.3.5.ATD.1**
2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 5:

- **2.3.5.PS.4, 6**
2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
- **2.3.5.HCDM.3**
2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).
- **2.3.5.ATD.3**
2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
- **2.3.5.DSDT.1, 2, 3, 4, 5**
2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, prescription and illicit drugs.
2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis

products, opioids, and other substances that can negatively impact health.

2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

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

8.1 Computer Science and Design Thinking

Boombbox used daily, Interactive Whiteboard

- 8.1.5.DA.1: Collect, organize, and display data to highlight relationships or support a claim.
- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

9.1 Personal Financial Literacy

- 9.1.5.PB.2: Describe choices consumers have with money.

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income

9.4 Life Literacies and Key Skills

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- self-awareness
- social awareness
- self-management
- relationship skills
- responsible decision making

Grade 3 Unit #2.3

Lesson 1: Personal safety: be aware of the environment

Materials:

- Grade 3 Lessons 10 - 11,
Grade 4 Lessons 11 - 12

Activities:

- 1) examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation
- 2) know how to communicate personal boundaries and demonstrate ways to respect other people's boundaries

Lesson 2: Health conditions, diseases, and medicines

Materials:

- Grade 5 Lesson 5, Grade 3 lessons 6-7

Activities:

- 1) identify conditions that may keep the human body from working properly, and how the body responds
- 2) describe how to prevent the spread of communicable and infectious diseases, and conditions [i.e. Lyme Disease, influenza]

Grade 4 Unit #2.3

<p>Lesson 1: Personal safety - environmental awareness</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 3 Lessons 10 - 11 <p>Activities:</p> <ol style="list-style-type: none"> develop strategies to reduce the risk of injuries at home, school, in the community demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.) 	<p>Lesson 2: Alcohol, Tobacco, and Other Drugs</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 3 Lesson 25, Grade 4 Lesson 20, Grade 5 Lessons 24 - 25 <p>Activities:</p> <ol style="list-style-type: none"> identify products that contain alcohol, tobacco, and drugs and explain the potentially unhealthy effects [i.e. substance disorder, cancer] 		
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Grade 5 Unit #2.3

<p>Lesson 1: Personal safety - environmental awareness</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 5 Lessons 3, 9, 12, 13 <p>Activities:</p> <ol style="list-style-type: none"> develop strategies to safely communicate through digital media with respect [tie in technology standards] identify strategies to call attention to [see something say something] or leave an uncomfortable or dangerous situation [stranger danger] including bullying teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse 	<p>Lesson 2: Health conditions, diseases, and medicines</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 4 Lesson 7, Grade 5 Lesson 6 <p>Activities:</p> <ol style="list-style-type: none"> explain how mental health can impact one's wellness [i.e. depression, anxiety, stress, phobias] 	<p>Lesson 3: Alcohol, Tobacco, and Other Drugs</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 5 Lesson 24 - 25, 31 <p>Activities:</p> <ol style="list-style-type: none"> describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products describe the behaviors of those who struggle with alcohol and drugs and identify the type of assistance available 	<p>Lesson 4: Dependency, Substance Disorder, and Treatment</p> <p>Materials:</p> <ul style="list-style-type: none"> Grade 3 Lesson 25, Grade 5 lessons 28, 31, Grade 4 lessons 22 - 23 <p>Activities:</p> <ol style="list-style-type: none"> differentiate between drug use, misuse, abuse, and, prescription and illicit drugs identify signs and evaluate evidence one might have an alcohol, tobacco, and or drug use problem demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that negatively affect health demonstrate strategies for seeking assistance for one impacted by another struggling with use/abuse identify types of resources available for those who struggle [i.e. online, community, school nurse, counselor, peer leadership, school administrator]
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<p>Lesson 4: Career choices in physical education and earnings types, career, earnings</p>			
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Differentiate Instruction, depending on individual needs (IEP, MLL; At Risk; Gifted Talented) by:

Presentation Accommodations

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system)
- Give a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe

Setting Accommodations

- Work in a different setting, such as a quieter area in the gym with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics (less music)
- Sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give less instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing an activity or sport, skill or game

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend

Assignment Modifications

- Answer fewer or different questions
- Create alternate activities or assignments

Curriculum Modifications

- Learn different materials (such as easy directions for activities)
- Get graded or assessed using a different standard than the one for a classmate

Differentiate Instruction, depending on individual 504 needs) by:

Presentation Accommodations

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Magnification device, screen reader, or Braille / Nemeth Code for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Give a written list of instructions
- Give a study guide to assist in preparing for assessments
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use a communication device
- Dictate answers to a scribe
- Capture responses on an audio recorder

Setting Accommodations

- Work or take a test in a different setting, such as a quieter area of the room or gym with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics
- Sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give fewer instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task, skill, or game

Scheduling Accommodations

- Take more time to complete a project or sport/activity

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different materials or different sports, skills games or activities
- Get graded or assessed using a different standard than the one for a classmate

Bedminster Township School

Subject Area: PE & Health

Grade Level: 6 - 8

Unit #1 - 2.1 Personal and Mental Health

Personal Growth & Development [2.1],

Pregnancy & Parenting [2.1],

Social and Sexual and Emotional Health [2.1],

Community Health Services and Support [2.1]

Dates: Month (s) **Pacing Guide: Time Frame:** # up to 4 weeks per grade
(students are on a 6 day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about personal growth and development, pregnancy and parenting, emotional/social/sexual health, and community health services and support.

Enduring Understandings

- Responsible actions regarding behavior can impact the development and health of oneself and others.
- Know factors that affect the social, emotional, and financial challenges that are associated with parenthood.
- Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.
- Understand that relationships are influenced by many factors, individuals and behaviors.
- Potential solutions to health issues are dependent on health literacy and location resources accessible in a community.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.
- Consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no (NJDoE) (NJSA 18A:35).
- There are social, emotional, and legal consequences of distributing and soliciting sexually explicit images / sexting through electronic means (NJDoE) (NJSA 18A:35-4.33).
- The connection of mental health and the relation of physical and mental health to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity (NJDoE) (NJSA 18A:35-4.39).
- How current events fall into various health categories. Climate change can affect mental health.

Skill and Knowledge Objectives

- Analyze the relationship between healthy behaviors and personal health.
- Predict challenges that may be faced by adolescent parents and their families.
- Understand coping strategies and control
- Define stress, identify examples of stress, external stress, compare and contrast stress management strategies that are used to address various types of stress-induced situations.
- Demonstrate communication skills that will support healthy relationships.
- Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, and life skills training, and describe how they can be accessed.
- Define depression, list examples and warning signs of depression and treatment options, analyze difficult situations that might lead to feeling sadness, anxiety, and or depression and identify individuals, agencies, or places in the community where assistance may be available.
- Identifying strategies and behaviors to maintain and influence wellness and body systems
- Explain and identify physical, social, and emotional changes
- Responding to relationship disagreements and conflict
- Identifying situations and individuals that support situational feelings
- Health strategies

- Wellness traits
- Know where to find resources
- Understand conflict, disagreements, bullying, teasing
- Interpret information and describe how climate change affects/contributes to health
- Write formatted current events based on related health topics being studied making personal connections.

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons
- Writing assignment - current events based on news searches of recent articles published

Self-Reflection/Self-Assessment:

- Gr 8 Demonstrate what students know through Google Doc self-assessment for end of year Gr8 health seminar (pre and post assessment given to each student)

Summative Assessment:

- Instructor-created exams
- Mental Health Assessment
- Assessments used through Healthsmart

Benchmarks

- Gr 8 Demonstrate what students know through Google Doc self-assessment for end of year Gr8 health seminar (pre and post assessment given to each student)

Resources

- *ETR Healthsmart Middle School*
- *NJDoE NJSLs CH&PE*
- *Sexting (NJDoE)*
- *Lessons aligned to state standards*
- *Teach and Talk Nutrition and Activity book*
- *Teach and Talk about Sex book*
- *Teach and Talk about tobacco free book*
- *Teach and Talk about safety and risks*
- *Danielson Framework for Teaching and Healthsmart alignment*

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 6:

- 2.1.8.PGD.1, 2, 3
- 2.1.8.SSH.1, 2

NJSLS ELA Climate Change Companion Guide

- **SL.II.6.2** - interpret information presented in diverse media and formats and explain how it contributes to a topic or issue
- **W.SE.6.6** - Gather information from multiple sources, assess credibility of each source, quote or paraphrase the data and conclusions without plagiarism and by citing sources

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 7:

- 2.1.8.PGD.4 (with grade 8)
- 2.1.8.EH.1, 2
- 2.1.8.SSH.3, 4, 5, 6
- 2.1.8.CHSS.1, 4, 6, 7, 8

NJSLS ELA Climate Change Companion Guide

- **SL.II.7.2** - interpret information presented in diverse media and formats and explain how it contributes to a topic or issue
- **W.SE.7.6** - Gather information from multiple sources, assess credibility of each source, quote or paraphrase the data and conclusions without plagiarism and by citing sources

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 8:

- 2.1.8.PGD.4 (with grade 7)
- 2.1.8.PP.1, 2, 3, 4, 5
- 2.1.8.SSH.7, 8, 9, 10, 11
- 2.1.8.CHSS.2, 3, 5

NJSLS ELA Climate Change Companion Guide

- **SL.II.8.2** - interpret information presented in diverse media and formats and explain how it contributes to a topic or issue
- **W.SE.8.6** - Gather information from multiple sources, assess credibility of each source, quote or paraphrase the data and conclusions without plagiarism and by citing sources

Standards

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 6:

- 2.1.8.PGD.1, 2, 3
- 2.1.8.SSH.1, 2
- 2.1.8.SSH.1: Differentiate between gender identity, gender expression, and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
- 2.2.8.MSC.1, 2, 3, 4, 5, 6, 7
- 2.2.8.PF.1, 2
- 2.2.8.LF.4, 5

- 2.3.8.HCDM.6, 7
- 2.3.8.ATD.1, 2, 3, 4, 5
- 2.3.8.DSDT.1, 2, 3, 4, 5

NJ Student Learning Standards for (Content Area and other areas, as applicable) **Grade 7:**

- 2.1.8.PGD.4 (with grade 8)
- 2.1.8.EH.1, 2
- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
 - 2.1.8.SSH.3, 4, 5, 6
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crises, and change.
 - 2.1.8.CHSS.1, 4, 6, 7, 8
- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, and life skills training, and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

- 2.2.8.PF.3
- 2.2.8.LF.1
- 2.3 is covered in grades 6 and 8

NJ Student Learning Standards for (Content Area and other areas, as applicable) **Grade 8:**

- 2.1.8.PGD.4 (with grade 7)
- 2.1.8.PP.1, 2, 3, 4, 5
- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families. • 2.1.8.PP.5: Identify resources to assist with parenting.
- 2.1.8.PP.5:

- 2.1.8.SSH.7, 8, 9, 10, 11
- 2.1.8.CHSS.2, 3, 5
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
 - 2.2.8.PF.5
 - 2.2.8.LF.2, 3, 6, 7
 - 2.3.8.PS.1, 2, 3, 4, 5, 6, 7
 - 2.3.8.HCDM.1, 2, 3, 4, 5
 - 2.3.8.N.1, 2, 3, 4

8.1 Computer Science and Design Thinking

Boombbox used daily, Interactive Whiteboard

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest

9.4 Life Literacies and Key Skills

- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- self-awareness
- social awareness
- self-management
- relationship skills
- responsible decision making

Grade 6 Unit #2.1

Lesson 1: Personal Growth & Development Materials: <ul style="list-style-type: none"> • <i>ETR Healthsmart</i> ABST Lessons 3, 5, 6, 9 Activities: <ol style="list-style-type: none"> 1) Explain how appropriate health care can promote personal health 2) Understand how genetics and family history impact health 3) describe human reproductive systems [external and internal body parts] 	Lesson 2: Social & Sexual Health Materials: <ul style="list-style-type: none"> • <i>ABST Lesson 4, HIV Lesson 2</i> Activities: <ol style="list-style-type: none"> 1) differentiate between gender identity, gender expression and sexual orientation 2) develop a school plan to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community 			
Current events are required by students in health classes grades 5-8 <u>Standards Aligned</u> <u>Current Events Topics by Grade Level</u>				

Grade 7 Unit #2.1

Lesson 1: Emotional & Mental Health Materials: <ul style="list-style-type: none"> • <i>ETR Healthsmart</i> Activities: <ol style="list-style-type: none"> 1) 	Lesson 2: Title Materials: <ul style="list-style-type: none"> • Activities: <ol style="list-style-type: none"> 1) 	Lesson 3: Title Materials: <ul style="list-style-type: none"> • Activities: <ol style="list-style-type: none"> 1) 	Lesson 4: Title Materials: <ul style="list-style-type: none"> • Activities: <ol style="list-style-type: none"> 1) 	Lesson 5: Title Materials: <ul style="list-style-type: none"> • Activities: <ol style="list-style-type: none"> 1)
Current events are required by students in health classes grades 5-8 <u>Standards Aligned</u> <u>Current Events Topics by Grade Level</u>				

Grade 8 Unit #2.1

Lesson 1: Emotional & Mental Health Materials: <ul style="list-style-type: none"> • <i>ETR Healthsmart</i> 	Lesson 2: Title Materials: <ul style="list-style-type: none"> • 	Lesson 3: Title Materials: <ul style="list-style-type: none"> • 	Lesson 4: Title Materials: <ul style="list-style-type: none"> • 	Lesson 5: Title Materials: <ul style="list-style-type: none"> •
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Activities: 1)	Activities: 1)	Activities: 1)	Activities: 1)	Activities: 1)
Current events are required by students in health classes grades 5-8 <u>Standards Aligned</u> <u>Current Events Topics</u> <u>by Grade Level</u>				

Bedminster Township School
Subject Area: PE & Health
Grade Level: #6-8

Unit 2 - 2.2 Physical Wellness

Movement Skills and Concepts [2.2] with Nutrition [2.2], Physical Fitness [2.2] and Lifelong Fitness [2.2]

Dates: Month (s) **Pacing Guide: Time Frame:** # up to 4 weeks per grade for health and Physical Education concepts are over 30 weeks
Concepts and skills for : Movement: 8-10 weeks / Physical Fitness 8-10 weeks / Lifelong Fitness 8-10 weeks totaling 30 weeks
(students are on a 6 day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about the topic of nutrition and covers the main nutrients needed for good health, food groups, eating habits, dietary guidelines, reading food labels, breakfast guidelines, healthy snacking, fast food, food choices, body image, managing weight, eating disorders, physical activity, and being fit. Students discuss where to find information about nutrition and physical activity and how to identify reliable sources. Then they read about the nutrients and identify key facts about each one.

Per the NJDoE, Physical Fitness is the ability to move and perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions. Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand, and ice) from one place to another and the understanding of biomechanics (how the body moves, grows, and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), and qualities of movement (how the body moves and with whom/what does the body move) (NJDoE). Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness

habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduce diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development, but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities. Nutrition is the intake of food, considered in relation to the body's nutritional needs. An adequate and well-balanced nutritional plan, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high-cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and heredity are vitally important components of nutritional wellness (April 28, 2022).

Enduring Understandings

- Movement related to physical competency
- Individual and team goals
- Personal fitness, performance, and health status
- Fitness principles and mental and emotional endurance for performance and wellness
- Factors influencing meal choices and nutritional wellness
- Resources providing participation in physical activity

Skill and Knowledge Objectives

- Demonstrate transitions of movement in physical fitness
- Analyze eating habits and healthy behaviors to support weight maintenance
- Identifying strategies and behaviors to maintain and influence wellness and body systems
- Explain and identify physical, social, and emotional changes
- Responding to relationship disagreements and conflict
- Identifying situations and individuals that support situational feelings
- Health strategies
- Wellness traits
- Know where to find resources
- Understand conflict, disagreements, bullying, teasing
- Describe how climate change affects health
- Write formatted current events based on related health topics being studied

Assessments / Modifications

Pre-Assessment:

- Summary of What I know about healthy living/eating/lifestyle
- Mile Run grades 5-8

Post-Assessment:

- Mile Run grades 5-8

Formative Assessment:

- Quiz, test from Healthsmart lessons
- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- Writing assignment - current events based on news searches of recent articles published

Self-Reflection/Self-Assessment:

- Do Nows - What I have learned about movement skills and concepts, physical fitness, lifelong fitness, and nutrition

Summative Assessment:

- What I know about nutrition and physical activity

Benchmarks

- Demonstrate what students know in intervals [beginning, middle, end of MP]

Accommodations/Modifications for special populations including At Risk, IEP, MLL, enrichment:

- Run/walk with a peer
- Model what running looks like
- Increase/decrease the amount of time and length of run/walk
- Find a like activity in place of running/walking
- Basketball Make it and Take it (most ability is paired with non-athletic students)
- Pair up students Square in the Air (volleyball like)

Resources

- ETR Healthsmart
- NJDoE NJSL CH&PE

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 6:

- 2.2.8.MSC.1, 2, 3, 4, 5, 6, 7
- 2.2.8.PF.1, 2
- 2.2.8.LF.4, 5

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 7:

- 2.2.8.PF.3, 4
- 2.2.8.LF.1

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 8:

- 2.2.8.PF.5
- 2.2.8.LF.2, 3, 6, 7

Standards

CH&PE NJ Student Learning Standards 2.2 Physical Wellness by the end of Grade 8:

Movement Skills and Concepts

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

Physical Fitness

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8.PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

Lifelong Fitness

- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

Nutrition

- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).

8.1 Computer Science and Design Thinking Boombox, interactive whiteboard

Boombox used daily, Interactive Whiteboard

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest

9.4 Life Literacies and Key Skills

- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- self-awareness
- social awareness
- self-management
- relationship skills
- responsible decision making

Grade 6 Unit #2.2

Lesson 1: Movement Skills and Concepts and feedback of movement skills and self and team	Lesson 2: Movement Skills and Concepts -feedback and self and team goals	Lesson 3: Physical Fitness	Lesson 4: Lifelong Fitness - endurance over time	
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<p>goals</p> <p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <ol style="list-style-type: none"> 1) explain and show the transition of movement skills from isolated settings [i.e. skill practice] into applied settings [i.e. games, sports, dance, recreational activities] 2) demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments 3) create and demonstrate planned movement sequences, alone and with others based on tempo, beat, rhythm, music, and physical activities [i.e. creative, cultural, social, fitness aerobics, dance, yoga] 	<p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <ol style="list-style-type: none"> 1) analyze and correct movements, apply new changes to movement skills 2) predict impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small and large groups 3) demonstrate offense, defense, and cooperative strategies in a variety of games and settings 4) manage emotions during physical activity [i.e. anger, frustration, excitement] in a safe manner for all 	<p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <ol style="list-style-type: none"> 1) summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical activity 2) recognize and involve others of all ability levels into a physical activity 	<p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <ol style="list-style-type: none"> 1) identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities 2) engage in various physical activities [i.e. aerobic fitness, strengthen, endurance fitness activities] using technology and cross-training, and life-time activities 	
<p>Current events are required by students in health classes grades 5-8</p> <p><u>Standards Aligned Current Events Topics by Grade Level</u></p>				

Grade 7 Unit #2.2

<p>Lesson 1: Physical Fitness</p> <p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <ol style="list-style-type: none"> 1) implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, after workout program 	<p>Lesson 7: Lifelong Fitness</p> <p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <ol style="list-style-type: none"> 1) develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness 	<p>Lesson 8: Title</p> <p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <ol style="list-style-type: none"> 1) 	<p>Lesson 9: Title</p> <p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <ol style="list-style-type: none"> 1) 	<p>Lesson 10: Title</p> <p>Materials:</p> <ul style="list-style-type: none"> • <p>Activities:</p> <ol style="list-style-type: none"> 1)
<p>Current events are required by students in health classes grades 5-8</p> <p><u>Standards Aligned Current Events Topics by Grade Level</u></p>				

Grade 8 Unit #2.2

Lesson 1: Physical Fitness	Lesson 2: Lifelong Fitness	Lesson 13: Title	Lesson14: Title	Lesson 15: Title
Materials: <ul style="list-style-type: none"> • Activities: 1) use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health	Materials: <ul style="list-style-type: none"> • Activities: 1) explain the importance of assuming responsibility for personal health behaviors through physical activity 2) explore by leading self and others to experience and participate in different cultures' physical fitness activities 3) develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities 4) evaluate personal attributes as they relate to career options in physical activity and health professions	Materials: <ul style="list-style-type: none"> • Activities: 1)	Materials: <ul style="list-style-type: none"> • Activities: 1)	Materials: <ul style="list-style-type: none"> • Activities: 1)
Current events are required by students in health classes grades 5-8 <u>Standards Aligned</u> <u>Current Events Topics by Grade Level</u>				

Bedminster Township School
Subject Area: PE & Health
Grade Level: #6-8

Unit #3 - 2.3 Safety
Personal Safety,
Health Conditions, Diseases, and Medicines,
Alcohol, Tobacco, other Drugs and
Dependency, Substances Disorder and Treatment

Dates: Month (s) **Pacing Guide: Time Frame:** # up to 4 weeks per grade for health-related topics (students are on a 6-day cycle)

(see lessons for each grade level below)

Overview

In this unit, students will examine their beliefs about drug use among teens, compare their perceptions to actual norms, and discuss the dangers, use and misuse, and influence of perceived norms on behaviors around marijuana, prescription medicine, vaping, other tobacco products, alcohol, marijuana and opioids.

Enduring Understandings

- Contraction of diseases
- Impacts of health conditions and disease
- Social, emotional, and physical harm of alcohol, tobacco, and other drugs
- Contributing factors to alcohol, tobacco, and other drugs [including treatment options]
- Effects of social, emotional, and physical behaviors from alcohol and drugs
- How current events fall into various health categories
- Impact of social media

Skill and Knowledge Objectives

- The use of alcohol, tobacco (including e cigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others
- Understand self-harm and warning signs and types of harm
- Write formatted current events based on related health topics being studied
- Recite long term consequences of social media communication

Assessments / Modifications

Pre-Assessment:

- Independent assessment: tell what I know about alcohol, tobacco, and other drugs

Formative Assessment:

- Quiz, test from Healthsmart lessons
- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- Writing assignment - current events based on news searches of recent articles published

Self Reflection/Self-Assessment:

- Create a Health Actions Pamphlet

Summative Assessment:

- Alcohol true/false quiz, share pair activity [Lesson 2] or Drug Free Pledge
- What I know about alcohol, tobacco, and other drugs

Benchmarks

- Personal safety skills: Demonstrate what students know in intervals [beginning, middle, end of MP]

Accommodations/Modifications for special populations including At Risk, IEP, G&T:

- Less information on presentations/handouts/assessments
- Open ended for enrichment
- Have enrichment students act as assistant
- More time or less options

Resources

- Healthsmart lessons - alcohol, tobacco, & other drug prevention
- NJDoE NJSLs CH&PE

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 6:

- 2.3.8.HCDM.6, 7
- 2.3.8.ATD.1, 2, 3, 4, 5
- 2.3.8.DSDT.1, 2, 3, 4, 5

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 7:

- 2.3 is covered in grades 6 and 8

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 8:

- 2.3.8.PS.1, 2, 3, 4, 5, 6, 7
- 2.3.8.HCDM.1, 2, 3, 4, 5
- 2.3.8.N.1, 2, 3, 4

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement

Standards

CH&PE NJ Student Learning Standards:

Personal Safety

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.2: Define sexual consent and sexual agency.
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).

- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Health Conditions, Diseases and Medicines

- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 2.3.8.HCDM.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.

Alcohol, Tobacco and other Drugs

- 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
- 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
- 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
- 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
- 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Dependency, Substances Disorder and Treatment

- 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical

lives of friends and family members.

- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

8.1 Computer Science and Design Thinking Boombox, interactive whiteboard

Boombox used daily, Interactive Whiteboard

- 8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.
- 8.1.5.CS.1: Model how computing devices connect to other components to form a system.

9.1 Personal Financial Literacy

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest

9.4 Life Literacies and Key Skills

- 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- self-awareness
- social awareness
- self-management
- relationship skills
- responsible decision making

Grade 6 Unit #2.3

<p>Lesson 1: Health, Conditions, Diseases, and Medicines - impact of a health condition or disease</p> <p>Materials:</p> <ul style="list-style-type: none"> • TAOD Lesson 5, ABST Lesson 3 <p>Activities:</p> <p>1) explain how the immune system fights disease</p> <p>2) explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use/promote health-enhancing</p>	<p>Lesson 2: Alcohol, Tobacco, and other drugs</p> <p>Materials by activity:</p> <ul style="list-style-type: none"> • TAOD Lessons, 2-4, 7, 8 • HIV Lesson 3 • TAOD Lesson 12 • TAOD Lesson 2-4, 7-8 • TAOD Lessons 9, 11, 15 <p>Activities:</p> <p>1) examine how using alcohol, tobacco, other drugs impacts lives of adolescents and family members socially, emotionally, and physically</p>	<p>Lesson 3: Dependency, Substance Disorder and Treatment - contributing factors and treatment options</p> <p>Materials:</p> <ul style="list-style-type: none"> • TAOD Lesson 6, BTS district Substance Abuse <u>policy</u> and <u>regulation</u> #5530, and Reporting Violence, Vandalism, HIB, Alcohol and other Drugs Abuse <u>Policy</u> and <u>regulation</u> #8461 <p>Activities:</p>	<p>Lesson 4: Dependency, Substance Disorder and Treatment - effect on social, emotional, and physical behaviors</p> <p>Materials:</p> <ul style="list-style-type: none"> • TAOD Lesson 6 and 8, BTS district Substance Abuse <u>policy</u> and <u>regulation</u> #5530, and Reporting Violence, Vandalism, HIB, Alcohol and other Drugs Abuse <u>Policy</u> and <u>regulation</u> 	
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behaviors	<p>2) relate using alcohol and other drugs to decision making, consent, and risk for sexual assault and abuse</p> <p>3) determine factors contributing to rules, laws, policies in schools, communities, and states regarding alcohol, tobacco [i.e. e-cigarettes, vaping, cannabis products] and other drugs</p> <p>4) analyze how peer influence and social settings [i.e. home, school, party] can result in different outcomes [positive and negative]</p>	<p>1) summarize the signs and symptoms of alcohol, tobacco, and drug disorders</p> <p>2) compare/contrast services available for those affected by substance disorders in the community and state level [i.e. SCDoH, NJDoH]</p>	<p>#8461</p> <p>Activities:</p> <p>1) determine impact alcohol and drugs have on one's social, emotional, and physical well-being</p> <p>2) examine how alcohol and drug disorders impact social, emotional, and physical lives of family and friends</p> <p>3) compare/contrast the services available for family members and others affected by substance disorders in the community and at the state level</p>	
<p>Current events are required by students in health classes grades 5-8 <u>Standards Aligned Current Events Topics by Grade Level</u></p>				

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Grade 7 Unit #2.3

n/a 2.3 taught in grades 6 and 8	<p>Current events are required by students in health classes grades 5-8 <u>Standards Aligned Current Events Topics by Grade Level</u></p>			
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Grade 8 Unit #2.3

<p>Lesson 1: Personal Safety - awareness of risk factors, interpersonal and sexual violence, impact of technology in maintaining healthy behaviors and relationships</p> <p>Materials by activity:</p> <ul style="list-style-type: none"> • VIP Lessons 1, 13, 17 • VIP Lesson 8, 16-17 • VIP Lesson 17 • TAOD Lesson 12 • <p>Activities:</p> <p>1) assess risk of certain situations and identify strategies needed to reduce injury to self and others [i.e. digital safety, sexting, dating violence, domestic violence,</p>	<p>Lesson 2: Personal Safety - impact of technology in maintaining healthy behaviors and relationships</p> <p>Materials:</p> <ul style="list-style-type: none"> • EMH Lesson 13 <p>Activities:</p> <p>1) demonstrate strategies to use social media safely, legally, and respectfully [i.e. sexting, sextortion]</p> <p>2) evaluate impact of technology and social media on relationships [i.e. consent, communication, respect]</p>	<p>Lesson 3: Health Conditions, Diseases, and Medicines</p> <p>Materials by Activity:</p> <ul style="list-style-type: none"> • NPA Lesson 8, ABST Lesson 3 • ABST Lesson 3 • ABST Lesson 3 • ABST Lesson 11, HIV Lessons 6 and 7 • HIV Lesson 1 <p>Activities:</p> <p>1) understand how to prevent diseases and health conditions through universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls</p>		
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<p>gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence]</p> <p>2) define sexual consent and sexual agency</p> <p>3) define interpersonal and sexual violence and describe impacts on sexual health [i.e. sexual harassment, sexual assault, sexual, abuse, incest, rape, domestic violence, coercion, dating violence]</p> <p>4) describe strategies sex traffickers/exploiters use to recruit youth</p> <p>5) determine effectiveness of laws designed to keep children and adolescents health and safe [i.e. consent, child pornography, human trafficking, parental notification, drugs]</p>		<p>2) determine the role of genetics in being susceptible to disease and health conditions and identify types of behavior that may reduce the risk factors</p> <p>3) describe behaviors that can contribute to or prevent one from being susceptible to disease and illness [i.e. cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer]</p> <p>4) describe signs, symptoms, impacts of STIs [including HIV]</p> <p>5) compare/contrast behaviors (including abstinence) to determine the potential risk of pregnancy and/or STIs (including HIV) transmission</p>		
<p>Current events are required by students in health classes grades 5-8 <u>Standards Aligned Current Events Topics by Grade Level</u></p>				

Differentiate Instruction, depending on individual needs (IEP, MLL; At Risk; Gifted Talented) by:

Presentation Accommodations

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system)
- Give a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe

Setting Accommodations

- Work in a different setting, such as a quieter area in the gym with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics (less music)
- Sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give less instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing an activity or sport, skill or game

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend

Assignment Modifications

- Answer fewer or different questions
- Create alternate activities or assignments

Curriculum Modifications

- Learn different materials (such as easy directions for activities)
- Get graded or assessed using a different standard than the one for a classmate

Differentiate Instruction, depending on individual 504 needs) by:**Presentation Accommodations**

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Magnification device, screen reader, or Braille / Nemeth Code for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Give a written list of instructions
- Give a study guide to assist in preparing for assessments
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use a communication device
- Dictate answers to a scribe
- Capture responses on an audio recorder

Setting Accommodations

- Work or take a test in a different setting, such as a quieter area of the room or gym with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics
- Sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give fewer instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task, skill, or game

Scheduling Accommodations

- Take more time to complete a project or sport/activity

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different materials or different sports, skills games or activities

- Get graded or assessed using a different standard than the one for a classmate

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