

# **Lower Township Elementary Schools**

## **Comprehensive Health and Physical Education Curriculum Guide**



**3rd-5th GRADE**

Adopted August 23, 2022

**Lower Township Board of Education**

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**Developed by:**

- Supervisor of Curriculum and Instruction: *Sabina Muller*
- Physical Education teachers: *Krista Iames, Gerald Griffin, and Matt Danze*

**Effective Date:** September 2022

**Physical Education:** The primary purpose of physical education is to develop in young people an understanding of the positive impact an active lifestyle will have on their lives. The developmentally appropriate program also provides a unique learning environment where affective, psychomotor and cognitive skills can be developed. In addition, good health practices, sportsmanship, self-control, self-expression and the opportunity for positive social interaction with peers are fostered.

**Health Education:** The health education curriculum, written to the New Jersey Student Learning Standards, addresses various components of health education instruction that build from year to year. Each developmentally appropriate curricular unit includes interdisciplinary and technology connections to bridge learning in various content areas. While some of the skills are repeated at various grade levels, the content grows and addresses the students' needs at each level.

**BOARD OF EDUCATION POLICY 2422:** In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

# Personal and Mental Health

2.1

5th Grade

Unit Overview	
<b>Content Area: Comprehensive Health and Physical Education</b>	
<b>Unit Title: 2.1- Personal and Mental Health</b>	
<b>Grade Level: 5</b>	<b>Timeline: 6 sessions</b>
<b>Disciplinary Concepts:</b> <ul style="list-style-type: none"> <li>● Personal Growth and Development</li> <li>● Pregnancy and Parenting</li> <li>● Emotional Health</li> <li>● Social and Sexual Health</li> <li>● Community Health Services and Support</li> </ul>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Health is influenced by the interaction of body systems.	<ul style="list-style-type: none"> <li>● <b>2.1.5.PGD.1:</b> 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).</li> </ul>
Puberty is a time of physical, social, and emotional changes.	<ul style="list-style-type: none"> <li>● <b>2.1.5.PGD.2:</b> Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>● <b>2.1.5.PGD.3:</b> Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</li> <li>● <b>2.1.5.PGD.4:</b> Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).</li> <li>● <b>2.1.5.PGD.5:</b> 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.</li> </ul>
Pregnancy can be achieved through a variety of methods.	<ul style="list-style-type: none"> <li>● <b>2.1.5.PP.1:</b> Explain the relationship between sexual intercourse and human reproduction.</li> <li>● <b>2.1.5.PP.2:</b> Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</li> </ul>
Self-management skills impact an individual’s ability to recognize, cope, and	<ul style="list-style-type: none"> <li>● <b>2.1.5.EH.1:</b> Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● <b>2.1.5.EH.2:</b> Explain how to cope with rejection, loss,</li> </ul>

express emotions about difficult events.	difficult learning situations and/or separation from family or others.
Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.	<ul style="list-style-type: none"> <li>● <b>2.1.5.EH.3:</b> Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>● <b>2.1.5.EH.4:</b> 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.</li> </ul>
All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.	<ul style="list-style-type: none"> <li>● <b>2.1.5.SSH.2:</b> Differentiate between sexual orientation and gender identity.</li> </ul>
Family members impact the development of their children physically, socially and emotionally.	<ul style="list-style-type: none"> <li>● <b>2.1.5.SSH.4:</b> Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>● <b>2.1.5.SSH.5:</b> Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> </ul>
People in healthy relationships share thoughts and feelings, as well as mutual respect.	<ul style="list-style-type: none"> <li>● <b>2.1.5.SSH.6:</b> Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● <b>2.1.5.SSH.7:</b> Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul>

<b>Accommodations and Modifications</b>	
Special Education	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational "breaks" as necessary</li> <li>● Utilize visual and audio cues</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> </ul>

	<ul style="list-style-type: none"> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> </ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> <li>● Chunking content into small segments</li> <li>● Shorten or reduce assignment to focus on one specific skill</li> </ul>
Advanced Skills	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Student centered activities</li> <li>● Enhance skill or activity based on Individual Student Need</li> <li>● Allow for flexible grouping</li> <li>● Problem solving situations</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Concept Maps</li> <li>● Teacher Observation &amp; Feedback</li> <li>● Discussion</li> <li>● Group Work</li> <li>● Homework</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Tests/Quizzes</li> </ul>

	<ul style="list-style-type: none"> <li>● Research/Project (Individual or Group)</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● Self-Assessment Rubrics</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Open Book Assessments</li> <li>● Take Home Assessments</li> <li>● Collaborative Assessments</li> </ul>

<b>Interdisciplinary Connections</b>	
	<ul style="list-style-type: none"> <li>● 21st Century Life &amp; Careers</li> <li>● Character Education</li> <li>● Social Skills</li> </ul>

<b>Integration of 21st Century Themes &amp; Skills/Career Education- NJSL 9</b>	
	<ul style="list-style-type: none"> <li>● <b>Creativity &amp; Innovation</b> <ul style="list-style-type: none"> <li>○ Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.           <ul style="list-style-type: none"> <li>■ <b>9.4.5.CI.1</b> <ul style="list-style-type: none"> <li>● Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.</li> </ul> </li> </ul> </li> </ul> </li> <li>● <b>Critical Thinking &amp; Problem Solving</b> <ul style="list-style-type: none"> <li>○ The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.           <ul style="list-style-type: none"> <li>■ <b>9.4.5.CT.1</b> <ul style="list-style-type: none"> <li>● Identify and gather relevant data that will aid in the problem-solving process.</li> </ul> </li> <li>■ <b>9.4.5.CT.2</b> <ul style="list-style-type: none"> <li>● Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.</li> </ul> </li> <li>■ <b>9.4.5.CT.3</b> <ul style="list-style-type: none"> <li>● Describe how digital tools and technology may be used to solve problems.</li> </ul> </li> <li>■ <b>9.4.5.CT.4</b> <ul style="list-style-type: none"> <li>● Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.</li> </ul> </li> </ul> </li> </ul> </li> </ul>

<b>Integration of Technology</b>	
	<p>Smartboard          Google Suite          Chromebook</p>



Instruction			
Unit/Lesson	Standard	Learning Targets (objective)- Students will...	Resources/Materials
<p><b>NUTRITION</b> Healthful Food, Less Healthful Food (GBS)</p>	2.1.5.PGD.1	<ul style="list-style-type: none"> <li>● State the principles and reasons for MyPlate.</li> <li>● Rank foods according to nutrient loaded and calorie loaded foods and describe their effects upon the body.</li> <li>● Apply MyPlate to create diverse meal plans.</li> <li>● Analyze the influences which affect eating habits.</li> </ul>	<p>Grocery store food advertisements, Nutrient Loaded/Calorie Loaded chart copied for each student, <b>Creating Diverse Meal Plans</b>, Compare and Contrast Graphic Organizer located in the Implementation Guide , <b>This Food Is Loaded</b></p>
<p><b>HYGIENE/ PUBERTY: PHYSICAL, SOCIAL &amp; EMOTIONAL CHANGES</b></p> <p>Hormones and Your Body (GBS)</p>	2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.4	<ul style="list-style-type: none"> <li>● Explain the endocrine system, including major glands and the role hormones play in stimulating body functions.</li> <li>● Show how responsible behavior can help the growing-up process.</li> <li>● Research and analyze the functions of hormones within the human body.</li> <li>● Predict the consequences of various hormones not working properly in the body.</li> </ul>	<p>Student Issues, <b>The Endocrine System</b>, <b>The Endocrine System Summary Sheet</b>, Reference materials on the endocrine system for student research, Dictionary, Youtube Video: Always Changing And Growing up: Boys puberty education or girls puberty education.</p>

<p><b>PUBERTY: SOCIAL &amp; EMOTIONAL CHANGES</b></p> <p>Troubled Times (GBS)</p>	<p>2.1.5.PGD.5 2.1.5.EH.2 2.1.5.EH.3 2.1.5.SSH.6</p>	<ul style="list-style-type: none"> <li>● Identify events in life which trigger emotions such as grief, depression, anxiety, guilt, and fear.</li> <li>● Develop respect for the importance of a support system.</li> <li>● Locate resources for help in your community for a variety of problems that might occur in life.</li> <li>● Analyze various situations which trigger different emotions and discover the support system.</li> </ul>	<p>Student Issues, Chart paper and markers, <b>Positive Coping Skills</b></p>
<p><b>PUBERTY/ REPRODUCTIVE SYSTEM:</b></p> <p>Growing up Male &amp; Female</p>	<p>2.1.5.PP.1 2.1.5.PP.2</p>	<ul style="list-style-type: none"> <li>● Identify the biological differences between boys and girls.</li> <li>● Show respect for self and others as a “maturing” adolescent.</li> <li>● Practice speaking to the opposite sex respectfully, abstaining from sexual harassment.</li> <li>● Compare the physical and emotional similarities between boys and girls during puberty.</li> </ul>	<p>Student Issues, Chart paper and markers, <b>Changes During Puberty</b>, Youtube Video: Always Changing And Growing up: <a href="#">Boys puberty education</a> or <a href="#">girls puberty education</a>.</p>
<p><b>PUBERTY: SOCIAL &amp; EMOTIONAL CHANGES</b></p> <p>Taking Precautions</p>	<p>2.1.5.EH.1 2.1.5.SSH.6</p>	<ul style="list-style-type: none"> <li>● Identify negative behavior and group activities that pose danger and identify existing and potential safety hazards.</li> <li>● Demonstrate a sense of</li> </ul>	<p>Student Issues, Chart or butcher paper, Markers or crayons, Predicting Consequences</p>

		<p>connection and responsibility to others by taking safety precautions.</p> <ul style="list-style-type: none"> <li>● Set up routines for safety precautions (refusal skills) at home, school, in the community, and in one’s personal relationships.</li> <li>● Predict consequences of unsafe, risk-taking behavior</li> </ul>	poster
<p><b>A HEALTHY FAMILY AND COMMUNITY</b> How The Community Handles Conflict</p>	2.1.5.EH.4	<ul style="list-style-type: none"> <li>● Explain peaceful methods used to resolve conflicts within a community.</li> <li>● Demonstrate respect for peaceful conflict resolution by resolving a conflict in a constructive manner.</li> <li>● Practice peaceful skills used for conflict resolution.</li> <li>● Analyze scenarios for the use of peaceful conflict resolution methods.</li> </ul>	<p>Student Issue: “Conflict is Normal”, <a href="#">Secondhand Smoke Interviews</a></p>
<p><b>REPRODUCTIVE SYSTEMS: MALE &amp; FEMALE ANATOMY</b> What is Identity: Definition &amp; Discussion</p>	2.1.5.SSH.2	<ul style="list-style-type: none"> <li>● Define Identity</li> <li>● Explain the difference between Sexual Orientation and Gender Identity.</li> </ul>	NJSLS: CHPE Glossary
<p><b>A HEALTHY FAMILY AND COMMUNITY:</b> All About Families</p>	2.1.5.SSH.4 2.1.5.SSH.5	<ul style="list-style-type: none"> <li>● Define the word <i>family</i> and identify different types of families.</li> <li>● Show how you respect the importance of the</li> </ul>	<p>Student Issues, Compare and Contrast Poster, <a href="#">What Makes a</a></p>

		<p>family unit.</p> <ul style="list-style-type: none"> <li>● Chart responsibilities within the family for different members.</li> <li>● Compare and contrast two families with different family traditions.</li> </ul>	<p>Family? Quiz, Who's Responsible for What?</p>
<p><b>PUBERTY: SOCIAL &amp; EMOTIONAL CHANGES/ A HEALTHY FAMILY AND COMMUNITY</b> Improving Your Attitude</p>	<p>2.1.5.SSH.7</p>	<ul style="list-style-type: none"> <li>● Develop ways to improve your attitude by identifying an area of needed improvement.</li> <li>● Develop responsibility for your attitude by reviewing and critiquing your reactions to situations each day for three days.</li> <li>● Practice conflict resolution in a variety of scenarios.</li> <li>● With your parents, use the Decision Making Steps to decide what steps you could take to improve your attitude toward yourself and others.</li> </ul>	<p>Student Issues, Parent/Child worksheet, What Happened . . . and What I Did about It, Improvement Area, Conflict Resolution Steps</p>

# Physical Wellness

## 2.2

### 5th Grade

**Unit Overview**

**Content Area: Comprehensive Health and Physical Education**

**Unit Title: 2.2- Physical Wellness**

**Grade Level: 5** **Timeline: 36 weeks**

- Disciplinary Concepts:**
- Movement Concepts
  - Physical Fitness
  - Lifelong Fitness
  - Nutrition

**Core Ideas/Performance Expectations**

<b>Core Ideas</b>	<b>Performance Expectations</b>
Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.	<ul style="list-style-type: none"> <li>● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</li> <li>● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● 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).</li> <li>● 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li> </ul>
Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.	<ul style="list-style-type: none"> <li>● 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, contributes to a safe environment.</li> <li>● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul>

<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<ul style="list-style-type: none"> <li>● 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</li> <li>● 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</li> <li>● 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).</li> <li>● 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>● 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> </ul>
<p>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p>	<ul style="list-style-type: none"> <li>● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>● 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> <li>● 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li> <li>● 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).</li> </ul>
<p>Personal and community resources can support physical activity.</p>	<ul style="list-style-type: none"> <li>● 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> </ul>
<p>Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.</p>	<ul style="list-style-type: none"> <li>● 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>● 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>● 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> </ul>

## Accommodations and Modifications

Special Education	<ul style="list-style-type: none"><li>● Follow 504/IEP accommodations</li><li>● Step by step examples</li><li>● Visual demonstration of skill or activity</li><li>● Allow for flexible grouping</li><li>● Student centered activities</li><li>● Learning Stations</li><li>● Small group &amp; large group discussions</li><li>● Problem solving situations</li><li>● Restate, reword, clarify directions</li><li>● Provide Educational “breaks” as necessary</li><li>● Utilize visual and audio cues</li></ul>
English Language Learners	<ul style="list-style-type: none"><li>● Step by step examples</li><li>● Visual demonstration of skill or activity</li><li>● Allow for flexible grouping</li><li>● Student centered activities</li><li>● Learning Stations</li><li>● Small group &amp; large group discussions</li><li>● Problem solving situations</li><li>● Utilize visual and audio cues</li><li>● Highlight, define, or demonstrate important vocabulary</li><li>● Restate, reword, clarify directions</li></ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"><li>● Step by step examples</li><li>● Visual demonstration of skill or activity</li><li>● Allow for flexible grouping</li><li>● Student centered activities</li><li>● Learning Stations</li><li>● Small group &amp; large group discussions</li><li>● Problem solving situations</li><li>● Utilize visual and audio cues</li><li>● Highlight, define, or demonstrate important vocabulary</li><li>● Restate, reword, clarify directions</li><li>● Chunking content into small segments</li><li>● Shorten or reduce assignment to focus on one specific skill</li></ul>
Advanced Skills	<ul style="list-style-type: none"><li>● Student Choice</li><li>● Student centered activities</li><li>● Enhance skill or activity based on Individual Student Need</li><li>● Allow for flexible grouping</li><li>● Problem solving situations</li></ul>
Students with 504 Plans	<ul style="list-style-type: none"><li>● Follow 504/IEP accommodations</li><li>● Step by step examples</li><li>● Visual demonstration of skill or activity</li><li>● Allow for flexible grouping</li></ul>



	<ul style="list-style-type: none"> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>
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Assessments	
Formative	<ul style="list-style-type: none"> <li>● Teacher Observation &amp; Feedback</li> <li>● Discussion</li> <li>● Group Work</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Tests/Quizzes</li> </ul>
Benchmark	<ul style="list-style-type: none"> <li>● Self-Assessment Rubrics</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Take Home Assessments</li> <li>● Collaborative Assessments</li> </ul>

Interdisciplinary Connections
<ul style="list-style-type: none"> <li>● 21st Century Life &amp; Careers</li> <li>● Character Education</li> <li>● Social Skills</li> </ul>

Integration of 21st Century Skills- NJSLS 9
<p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).</li> </ul> <p><b>Critical Thinking and Problem-solving</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.</li> </ul> <p><b>Information and Media Literacy</b></p> <ul style="list-style-type: none"> <li>● 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.</li> <li>● 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.</li> <li>● 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication</li> <li>● 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media</li> <li>● 9.4.8.IML.10: Examine the consequences of the uses of media</li> <li>● 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information</li> </ul>

<b>Integration of Technology</b>
Smartboard Interactive Projection Screen, Google Slides, Instructional Videos, Varius demonstrational Graphic Interchange Formats (GIFS).

<b>Materials</b>	
Footballs, Soccer Balls, Basketballs, Pickle Balls, Birdies, Tennis Balls, Wiffle Balls, Gatorskin Balls, Foam Balls, Kickballs, Volleyballs.	Floor Tape, Large Cones, Small Cones, Agility Cones, Exercise Mats,
Jump Ropes, Fitness dice, Agility ladders, Agility spots, Medicine balls/bags, Plyo boxes	

<b>Instructional Activities</b>
<ul style="list-style-type: none"> <li>● Locomotor Skill Development - Jogging, Sprinting, Skipping, Galloping, Plyometric Movements, Agility Ladder/Spot Movements ect.</li> <li>● Chasing and Fleeing Games - ex. Capture the Flag, Noodle Bit Tag, Shark Island Tag</li> <li>● Manipulative and Rhythmic Activities - ex. Hula Hooping, Jump Roping,, Parachute Activities</li> <li>● Lifetime Activities - ex. Bowling, Cornhole, Bouche Ball, Washers, Ladder Ball Dancing, Yoga,</li> <li>● Striking with short handed and long handed manipulatives - ex. Volleyball, Badminton, Pickleball, 4 Square</li> <li>● Team Sport Development - ex. Soccer, Football, Basketball, Baseball, Hockey, Lacrosse</li> <li>● Cooperative Games and Team Building Activities - ex. Pin Guard, Target Ball</li> <li>● Nutrition - Class discussions, Healthy Helpings Game, Nutrition Bingo</li> </ul>

<b>Instruction</b>			
<b>Unit</b>	<b>Standard</b>	<b>Learning Targets (objective)- Students will...</b>	<b>Lesson Resources/Material</b>
Movement Concepts	2.2.5.MSC.1 2.2.5.MSC.2 2.2.5.MSC.3 2.2.5.MSC.4 2.2.5.MSC.5 2.2.5.MSC.6 2.2.5.MSC.7	<ul style="list-style-type: none"> <li>● Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., games, sports, dance, and recreational activities).</li> <li>● Correct movement</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Fitness               <ul style="list-style-type: none"> <li>○ Fitness Testing</li> <li>○ Fitness Relays</li> <li>○ Four Corner Fitness</li> <li>○ Fitness Circuit</li> </ul> </li> </ul>

		<p>in response to feedback from self and others.</p> <ul style="list-style-type: none"> <li>● Effectively communicate and respect classmates by working as a team.</li> <li>● Execute proper offense and defense techniques and strategies while participating in various sports/activities.</li> <li>● Demonstrate the use of force and motion to impact the quality of movement.</li> <li>● Evaluate the critical elements of a movement skill or skill combination and provide feedback.</li> </ul>	<ul style="list-style-type: none"> <li>● Team Sports <ul style="list-style-type: none"> <li>○ Soccer</li> <li>○ Football</li> <li>○ Basketball</li> <li>○ Volleyball</li> <li>○ Lacrosse</li> <li>○ Kickball</li> <li>○ Burnball</li> </ul> </li> <li>● Tag/Fleeing Games <ul style="list-style-type: none"> <li>○ Capture the Flag</li> <li>○ Shark Island</li> </ul> </li> <li>● Cooperative Game <ul style="list-style-type: none"> <li>○ Pin Guard</li> <li>○ Targetball</li> </ul> </li> <li>● Individual/Dual Activities <ul style="list-style-type: none"> <li>○ Pickleball</li> <li>○ Four Square</li> </ul> </li> </ul>
Physical Fitness	2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4 2.2.5.PF.5	<ul style="list-style-type: none"> <li>● Develop and refine motor skills</li> <li>● Develop and refine gross motor skills (hopping, galloping, jumping, running and marching)</li> <li>● Explain the role of regular physical activity in relation to personal health</li> <li>● Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness</li> <li>● Understand the proper way to fuel their bodies</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Fitness <ul style="list-style-type: none"> <li>○ Fitness Testing</li> <li>○ Fitness Relays</li> <li>○ Four Corner Fitness</li> <li>○ Fitness Circuit</li> </ul> </li> <li>● Nutrition <ul style="list-style-type: none"> <li>○ Nutrition Bingo</li> <li>○ Healthy Helpings</li> <li>○ Healthful Food, Less Healthful Food (GBS)</li> </ul> </li> </ul>
Lifelong Fitness	2.2.5.LF.1 2.2.5.LF.2 2.2.5.LF.3 2.2.5.LF.4 2.2.5.LF.5	<ul style="list-style-type: none"> <li>● Perform movement skills in a correct manner</li> <li>● Demonstrate and understand basic movements relating to</li> </ul>	<ul style="list-style-type: none"> <li>● Physical Fitness <ul style="list-style-type: none"> <li>○ Fitness Testing</li> <li>○ Fitness Relays</li> <li>○ Four Corner</li> </ul> </li> </ul>

		<p>balance, agility and control</p> <ul style="list-style-type: none"> <li>● Identify physical activities that are available outside of school and in the community</li> <li>● Apply a learned skill to another movement</li> <li>● Use visual and verbal cues to improve performance during a physical activity</li> <li>● Employ the principles of space, effort, and relationships to modify movement.</li> <li>● Discuss how practice, regular participation, and appropriate feedback improve performance.</li> </ul>	<p>Fitness</p> <ul style="list-style-type: none"> <li>○ Fitness Circuit</li> <li>● Lifetime Activities <ul style="list-style-type: none"> <li>○ Cornhole</li> <li>○ Washers</li> <li>○ Ladder Ball</li> <li>○ Saucer Slam</li> <li>○ Bowling</li> </ul> </li> </ul>
Nutrition	2.2.5.N.1 2.2.5.N.2 2.2.5.N.3	<ul style="list-style-type: none"> <li>● Explain the basic nutritional guidelines.</li> <li>● Write an assessment of your own personal values regarding nutrition.</li> <li>● Propose alternate menus for the family that meet dietary guidelines.</li> <li>● Compare and contrast two food groups.</li> </ul>	<ul style="list-style-type: none"> <li>● Nutrition <ul style="list-style-type: none"> <li>○ Nutrition Bingo</li> <li>○ Healthy Helpings</li> <li>○ Healthful Food, Less Healthful Food (GBS)</li> <li>○ Beyond the Basics (GBS)</li> </ul> </li> </ul>

Saftey

2.3

5th Grade

Unit Overview	
<b>Content Area: Comprehensive Health and Physical Education</b>	
<b>Unit Title: 2.3 - Safety</b>	
<b>Grade Level: 5</b>	<b>Timeline: 5 sessions</b>
<b>Disciplinary Concepts:</b> <ul style="list-style-type: none"> <li>● Personal Safety</li> <li>● Health Conditions, Diseases, and Medicines</li> <li>● Alcohol, Tobacco, and other Drugs</li> <li>● Dependency, Substances Disorder and Treatment</li> </ul>	
Core Ideas/Performance Expectations	
Core Ideas	Performance Expectations
Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	<ul style="list-style-type: none"> <li>● <b>2.3.5.PS.1:</b> Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> </ul>
There are strategies that individuals can use to communicate safely in an online environment.	<ul style="list-style-type: none"> <li>● <b>2.3.5.PS.4:</b> Develop strategies to safely communicate through digital media with respect.</li> </ul>
Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.	<ul style="list-style-type: none"> <li>● <b>2.3.5.PS.5:</b> Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries.</li> <li>● <b>2.3.5.PS.6:</b> 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.</li> </ul>
There are actions that individuals can take to help prevent diseases and stay healthy.	<ul style="list-style-type: none"> <li>● <b>2.3.5.HCDM.1:</b> Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● <b>2.3.5.HCDM.2:</b> Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>● <b>2.3.5.HCDM.3:</b> Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</li> </ul>
The use of alcohol,	<ul style="list-style-type: none"> <li>● <b>2.3.5.ATD.1:</b> Identify products that contain alcohol,</li> </ul>

<p>tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</p>	<p>tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <ul style="list-style-type: none"> <li>● <b>2.3.5.ATD.2:</b> Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</li> </ul>
<p>Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</p>	<ul style="list-style-type: none"> <li>● <b>2.3.5.ATD.3:</b> Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</li> </ul>
<p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p>	<ul style="list-style-type: none"> <li>● <b>2.3.5.DSDT.1:</b> Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</li> <li>● <b>2.3.5.DSDT.2:</b> Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>● <b>2.3.5.DSDT.3:</b> Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</li> </ul>
<p>The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.</p>	<ul style="list-style-type: none"> <li>● <b>2.3.5.DSDT.4:</b> Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs. •</li> <li>● <b>2.3.5.DSDT.5:</b> 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).</li> </ul>

<p style="text-align: center;"><b>Accommodations and Modifications</b></p>	
<p>Special Education</p>	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>
<p>English Language Learners</p>	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> </ul>

	<ul style="list-style-type: none"> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> </ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Utilize visual and audio cues</li> <li>● Highlight, define, or demonstrate important vocabulary</li> <li>● Restate, reword, clarify directions</li> <li>● Chunking content into small segments</li> <li>● Shorten or reduce assignment to focus on one specific skill</li> </ul>
Advanced Skills	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Student centered activities</li> <li>● Enhance skill or activity based on Individual Student Need</li> <li>● Allow for flexible grouping</li> <li>● Problem solving situations</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Follow 504/IEP accommodations</li> <li>● Step by step examples</li> <li>● Visual demonstration of skill or activity</li> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> <li>● Problem solving situations</li> <li>● Restate, reword, clarify directions</li> <li>● Provide Educational “breaks” as necessary</li> <li>● Utilize visual and audio cues</li> </ul>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Concept Maps</li> <li>● Teacher Observation &amp; Feedback</li> <li>● Discussion</li> <li>● Group Work</li> <li>● Homework</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Tests/Quizzes</li> </ul>



Benchmark	<ul style="list-style-type: none"> <li>● Self-Assessment Rubrics</li> </ul>
Alternative	<ul style="list-style-type: none"> <li>● Open Book Assessments</li> <li>● Take Home Assessments</li> <li>● Collaborative Assessments</li> </ul>

<b>Interdisciplinary Connections</b>	
<ul style="list-style-type: none"> <li>● 21st Century Life &amp; Careers</li> <li>● Character Education</li> <li>● Social Skills</li> </ul>	

<b>Integration of 21st Century Skills- NJSL 9</b>	
<ul style="list-style-type: none"> <li>● <b>Creativity &amp; Innovation</b> <ul style="list-style-type: none"> <li>○ Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions. <ul style="list-style-type: none"> <li>■ <b>9.4.5.CI.1</b> <ul style="list-style-type: none"> <li>● Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.</li> </ul> </li> </ul> </li> </ul> </li> <li>● <b>Critical Thinking &amp; Problem Solving</b> <ul style="list-style-type: none"> <li>○ The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. <ul style="list-style-type: none"> <li>■ <b>9.4.5.CT.1</b> <ul style="list-style-type: none"> <li>● Identify and gather relevant data that will aid in the problem-solving process.</li> </ul> </li> <li>■ <b>9.4.5.CT.2</b> <ul style="list-style-type: none"> <li>● Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem.</li> </ul> </li> <li>■ <b>9.4.5.CT.3</b> <ul style="list-style-type: none"> <li>● Describe how digital tools and technology may be used to solve problems.</li> </ul> </li> <li>■ <b>9.4.5.CT.4</b> <ul style="list-style-type: none"> <li>● Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.</li> </ul> </li> </ul> </li> </ul> </li> </ul>	

<b>Integration of Technology</b>	
Smartboard Google Suite Chromebook	

Materials	
The Great Body Shop Program	
Smartboard	
Student Issues of The Great Body Shop	
Google Suite	
Chromebooks	
PATHS-SEL	
Amaze	

Instruction			
Unit	Standard	Learning Targets (objective)- Students will...	Resources/Material
Personal Safety	2.3.5.PS.1 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.6	<ul style="list-style-type: none"> <li>Define <i>child abuse</i> and <i>violence</i> and identify where to go to get help in protecting yourself.</li> <li>Commit to doing everything you can to protect your personal safety.</li> <li>Practice effective ways to say “No!” to those things that threaten your safety.</li> <li>Analyze a situation to determine the personal safety rule to use</li> </ul>	Student Issues, Dictionaries, I Promise . . .
Illness Prevention And Good Hygiene	2.3.5.HCDM.1 2.3.5.HCDM.2 2.3.5.HCDM.3	<ul style="list-style-type: none"> <li>Identify different microorganisms including viruses, bacteria, and fungi that contribute to illness in the body.</li> <li>Show that you like yourself enough to set up hygiene routines for illness</li> </ul>	Student Issues, Predicting Consequences Poster, Tissues, <a href="#">Dr. Smartstuff's Steps for Stopping</a>

		<p>prevention.</p> <ul style="list-style-type: none"> <li>● Practice age-appropriate illness prevention skills.</li> <li>● Predict the consequences of ignoring the harmful effects of germs.</li> </ul>	<a href="#">a Nosebleed</a>
Drugs And The Damage They Do	<p>2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.ATD.3 2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3</p>	<ul style="list-style-type: none"> <li>● Explain the effects of drugs on the brain.</li> <li>● Explore the issue of how doing drugs affects personal values, such as personal responsibility, respect for self and others, honesty, and accountability.</li> <li>● Practice refusal skills that can protect you from dangerous risks.</li> <li>● Compare and contrast the effects of different drugs on the brain and body.</li> </ul>	LEAD
Your Community- Keep It Drug And Violence Free	<p>2.3.5.DSDT.4 2.3.5.DSDT.5</p>	<ul style="list-style-type: none"> <li>● Identify how drugs and violence hurt a community.</li> <li>● Commit to doing your part to keep your community drug and violence free.</li> <li>● Practice refusal skills.</li> <li>● List different ways people can help prevent violence in the community</li> </ul>	LEAD