

# **Lower Township Elementary Schools**

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



**3rd-5th GRADE**

Adopted August 23, 2022

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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

3rd-4th 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: 3 &amp; 4</b>	<b>Timeline: 8 Sessions</b>
<b>Disciplinary Concepts:</b> <ul style="list-style-type: none"> <li>● Personal Growth and Development</li> <li>● Social 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 change.	<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> </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.1:</b> Describe gender-role stereotypes and their potential impact on self and others.</li> <li>• <b>2.1.5.SSH.3:</b> Demonstrate ways to promote dignity and respect for all people.</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.7:</b> Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul>
Community professionals and school personnel are available to assist and address health	<ul style="list-style-type: none"> <li>● <b>2.1.5.CHSS.1:</b> 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).</li> </ul>

emergencies as well as provide reliable information.	<ul style="list-style-type: none"> <li>● <b>2.1.5.CHSS.2:</b> Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</li> </ul>
Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.	<ul style="list-style-type: none"> <li>● <b>2.1.5.CHSS.3:</b> Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</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> <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>

Assessments	
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> <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>

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 Themes & Skills/Career Education- NJSL 9
<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></li> </ul> </li> </ul> </li> </ul>

- 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.
- **Critical Thinking & Problem Solving**
  - The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
    - **9.4.5.CT.1**
      - Identify and gather relevant data that will aid in the problem-solving process.
    - **9.4.5.CT.2**
      - 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.
    - **9.4.5.CT.3**
      - Describe how digital tools and technology may be used to solve problems.
    - **9.4.5.CT.4**
      - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

### Integration of Technology

- Smartboard
- Google Suite
- Chromebook
- The Great Body Shop Online Suite

### Instruction

Unit	Standard	Learning Targets (objective)- Students will...	Lesson Resources/Material
Personal Growth & Development	2.1.5.PGD.1 2.1.5.PGD.2	<ul style="list-style-type: none"> <li>● Describe how hormones affect body function, and state emotional changes during puberty.</li> <li>● Show how important it is to care for your body as you grow and develop.</li> <li>● Practice identifying, expressing, and managing feelings appropriately, including controlling emotional outbursts.</li> </ul>	<ul style="list-style-type: none"> <li>● The Great Body Shop               <ul style="list-style-type: none"> <li>○ Hormones and Body Changes (406)</li> </ul> </li> <li>● The Great Body Shop Student Issues</li> <li>● PATHS SEL Program</li> <li>● Brain Pop</li> </ul>



		<ul style="list-style-type: none"> <li>Analyze what it means to grow up.</li> </ul>	<ul style="list-style-type: none"> <li>Personal Hygiene</li> </ul>
Social Health	2.1.5.SSH.1 2.1.5.SSH.3	<ul style="list-style-type: none"> <li>Discover reasons to feel pride in individual differences, including your family heritage.</li> <li>Create and follow a set of guidelines that promote antidiscrimination.</li> <li>Imagine what the community would be like if everyone were exactly the same.</li> </ul>	<ul style="list-style-type: none"> <li>The Great Body Shop <ul style="list-style-type: none"> <li>Genes: What are They and What Do They Do? (306)</li> </ul> </li> <li>The Great Body Shop Student Issues</li> <li>Hula Hut Building Activity</li> </ul>
Social Health	2.1.5.SSH.4 2.1.5.SSH.5	<ul style="list-style-type: none"> <li>Define the word family and identify different types of families.</li> <li>Show how you respect the importance of the family unit.</li> <li>Chart responsibilities within the family for different members.</li> <li>Compare and contrast two families with different family traditions.</li> </ul>	<ul style="list-style-type: none"> <li>The Great Body Shop <ul style="list-style-type: none"> <li>All About Families (306)</li> </ul> </li> <li>The Great Body Shop Student Issues</li> <li>What Makes a Family Quiz (GBS)</li> </ul>
Social Health	2.1.5.SSH.7	<ul style="list-style-type: none"> <li>Describe how your attitude can affect the choices you make about your health.</li> <li>Show your appreciation of others who display a positive attitude by offering recognition and praise to them.</li> <li>Role-play refusal skills in at risk situations.</li> <li>Use the Decision Making</li> </ul>	<ul style="list-style-type: none"> <li>The Great Body Shop <ul style="list-style-type: none"> <li>How Attitude Affects Your Actions (305)</li> </ul> </li> <li>The Great Body Shop Student Issues</li> <li>PATHS SEL</li> </ul>

		Steps to make healthy decisions.	Program <ul style="list-style-type: none"> <li>● Brain Pop <ul style="list-style-type: none"> <li>○ Bullying</li> </ul> </li> </ul>
Community Health Services & Support	2.1.5.CHSS.1 2.1.5.CHSS.2	<ul style="list-style-type: none"> <li>● List helpers who keep your community healthy.</li> <li>● Through group work, demonstrate a concern for the health of the whole community.</li> <li>● Practice healthful behaviors that will directly affect your community.</li> <li>● Analyze what makes up a healthy community.</li> </ul>	<ul style="list-style-type: none"> <li>● The Great Body Shop <ul style="list-style-type: none"> <li>○ Your Community, Keep it Healthy (304)</li> </ul> </li> <li>● The Great Body Shop Student Issues</li> </ul>
Community Health Services and Support	2.1.5.CHSS.3	<ul style="list-style-type: none"> <li>● Explain the role exercise plays in keeping your muscles healthy.</li> <li>● Demonstrate the connection between exercise and self-worth.</li> <li>● Practice evaluating and monitoring your own fitness level.</li> <li>● Analyze how sleep and exercise help you deal with stress.</li> </ul>	<ul style="list-style-type: none"> <li>● The Great Body Shop <ul style="list-style-type: none"> <li>○ The Benefit of Exercise (410)</li> </ul> </li> <li>● The Great Body Shop Student Issues</li> <li>● PATHS SEL Program</li> <li>● Brain Pop <ul style="list-style-type: none"> <li>○ Stress</li> </ul> </li> </ul>

# Physical Wellness

## 2.2

### 3rd-4th Grade

**Unit Overview**

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

**Unit Title: 2.2- Physical Wellness**

**Grade Level: 3 and 4** **Timeline: 36 Weeks**

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

**Core Ideas/Performance Expectations**

Core Ideas	Performance Expectations
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>● <b>2.2.5.MSC.1:</b> 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>● <b>2.2.5.MSC.2:</b> Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● <b>2.2.5.MSC.3:</b> 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>● <b>2.2.5.MSC.4:</b> 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>● <b>2.2.5.MSC.5:</b> 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>● <b>2.2.5.MSC.6:</b> 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>● <b>2.2.5.MSC.7:</b> Apply specific rules, strategies, and</li> </ul>

	<p>procedures for specific physical activity, games, and sports in a safe active environment.</p>
<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>● <b>2.2.5.PF.1:</b> Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</li> <li>● <b>2.2.5.PF.2:</b> Accept and respect others of all skill levels and abilities during participation.</li> <li>● <b>2.2.5.PF.3:</b> 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>● <b>2.2.5.PF.4:</b> 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>● <b>2.2.5.PF.5:</b> 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>● <b>2.2.5.LF.1:</b> Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>● <b>2.2.5.LF.2:</b> Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> <li>● <b>2.2.5.LF.3:</b> Proactively engage in movement and physical activity for enjoyment individually or with others.</li> <li>● <b>2.2.5.LF.4:</b> 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>● <b>2.2.5.LF.5:</b> 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</p>	<ul style="list-style-type: none"> <li>● <b>2.2.5.N.1:</b> Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>● <b>2.2.5.N.2:</b> Create a healthy meal based on nutritional content, value, calories, and cost.</li> </ul>

decisions that will contribute to wellness.	<ul style="list-style-type: none"> <li>● <b>2.2.5.N.3:</b> Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> </ul>
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<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>
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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> </ul>

	<ul style="list-style-type: none"> <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>
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Assessments	
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> <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>

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- NJSL 9
<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</li> </ul> </li> </ul> </li> </ul> </li> </ul>

- problem-solving process.
  - **9.4.5.CT.2**
    - 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.
  - **9.4.5.CT.3**
    - Describe how digital tools and technology may be used to solve problems.
  - **9.4.5.CT.4**
    - Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.

### Integration of Technology

- Smartboard
- Google Suite
- Chromebook
- Pedometers
- Stop Watches
- Ipads

### Instruction

Unit	Standard	Learning Targets (objective)- Students will...	Lesson Resources/Materials
Movement Skills and 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 in response to feedback from self and others.</li> <li>● Effectively communicate and respect classmates by working as a team.</li> <li>● Execute proper offense and defense techniques and</li> </ul>	<ul style="list-style-type: none"> <li>● Group/Partner activities               <ul style="list-style-type: none"> <li>○ Team Building Activities</li> <li>○ Hula Hoops</li> </ul> </li> <li>● Holiday/International games</li> <li>● Ball Skills               <ul style="list-style-type: none"> <li>○ Kicking                   <ul style="list-style-type: none"> <li>■ Soccer</li> <li>■ Kickball</li> </ul> </li> <li>○ Striking                   <ul style="list-style-type: none"> <li>■ Wiffle Ball</li> <li>■ Hockey</li> </ul> </li> <li>○ Rolling                   <ul style="list-style-type: none"> <li>■ Bowling</li> </ul> </li> <li>○ Bouncing                   <ul style="list-style-type: none"> <li>■ Basketball</li> </ul> </li> <li>○ Catching</li> </ul> </li> </ul>



		<p>strategies while participating in various sports/activities.</p> <ul style="list-style-type: none"> <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> <li>● Discuss how practice, regular participation and appropriate feedback improve performance.</li> </ul>	<ul style="list-style-type: none"> <li>■ Partner Catching Reps</li> <li>■ King/Queen of the Court</li> <li>● Throwing <ul style="list-style-type: none"> <li>○ Underhand <ul style="list-style-type: none"> <li>■ Angry Birds</li> <li>■ Throwing Stations</li> </ul> </li> <li>○ Overhand <ul style="list-style-type: none"> <li>■ Battleship</li> <li>■ Lawn Games</li> <li>■ Throwing Stations</li> </ul> </li> <li>○ Frisbee <ul style="list-style-type: none"> <li>■ Frisbee Golf</li> </ul> </li> </ul> </li> <li>● Team Sports Concepts <ul style="list-style-type: none"> <li>○ Offense</li> <li>○ Defense</li> <li>○ Game Rules</li> <li>○ Strategy</li> </ul> </li> <li>● Hand-Eye Coordination <ul style="list-style-type: none"> <li>○ Speed Stacks</li> <li>○ Parachute</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</li> </ul>	<ul style="list-style-type: none"> <li>● Jump rope <ul style="list-style-type: none"> <li>○ Long Rope</li> <li>○ Short Rope Skills &amp; Tricks</li> </ul> </li> <li>● Fitness Centered Activities <ul style="list-style-type: none"> <li>○ Tag Games</li> <li>○ Relay Races</li> <li>○ Obstacle Courses</li> <li>○ Fitness Stations</li> <li>○ Rock Wall Climb</li> </ul> </li> </ul>

		<p>to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p> <ul style="list-style-type: none"> <li>• Understand the proper way to fuel their bodies.</li> </ul>	<ul style="list-style-type: none"> <li>○ Parachute</li> <li>○ Scooter Activities</li> <li>• Static and dynamic stretching</li> <li>• Fitness Concepts <ul style="list-style-type: none"> <li>○ Flexibility</li> <li>○ Strength</li> <li>○ Endurance</li> <li>○ Speed</li> <li>○ Balance</li> </ul> </li> <li>• Moving &amp; Traveling <ul style="list-style-type: none"> <li>○ Skipping</li> <li>○ Running</li> <li>○ Walking</li> <li>○ Karaoke</li> <li>○ Jumping</li> <li>○ Galloping</li> </ul> </li> <li>• Food Groups <ul style="list-style-type: none"> <li>○ Nutrition Sort</li> <li>○ Scooter Relay</li> <li>○ Hungry Hungry Crabs</li> <li>○ Food Plate</li> <li>○ Capture the Food</li> <li>○ Food Tag Frenzy</li> </ul> </li> </ul>
<p>Lifelong Fitness</p>	<p>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</p>	<ul style="list-style-type: none"> <li>• Perform movement skills in a correct manner</li> <li>• Demonstrate and understand basic movements relating to balance, agility and control</li> <li>• Identify physical activities that are available outside of school and in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Yoga</li> <li>• Fitness Centered Activities <ul style="list-style-type: none"> <li>○ Fitness Stations</li> <li>○ Rock Wall Climb</li> </ul> </li> <li>• Jump rope <ul style="list-style-type: none"> <li>○ Long Rope</li> <li>○ Short Rope Skills &amp; Tricks</li> </ul> </li> <li>• Lifetime Activities <ul style="list-style-type: none"> <li>○ Frisbee</li> <li>○ Cornhole</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>○ Ring Toss</li> <li>○ Ladder Golf</li> <li>○ Bowling</li> <li>● Static and dynamic stretching</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>● Recognize and describe healthy nutritional food choices</li> <li>● Understand the effects of lifestyle choices on the body systems</li> <li>● Explain how personal daily choices can affect future health status</li> <li>● Create a healthy well balanced meal</li> <li>● Set a personal health goal related to nutrition and list steps to achieve it</li> </ul>	<ul style="list-style-type: none"> <li>● Food Groups <ul style="list-style-type: none"> <li>○ Nutrition Sort</li> <li>○ Scooter Relay</li> <li>○ Hungry Hungry Crabs</li> <li>○ Food Plate</li> <li>○ Capture the Food</li> <li>○ Food Tag Frenzy</li> </ul> </li> <li>● The Great Body Shop <ul style="list-style-type: none"> <li>○ The Balancing Act-Calories and Nutrients (403)</li> <li>○ Worksheet: <a href="#">How Balanced Am I?</a></li> <li>○ Helpful Habits (303)</li> <li>○ Worksheet: <a href="#">This Lunch Needs Something</a></li> </ul> </li> </ul>

			<ul style="list-style-type: none"><li>○ Worksheet: <a href="#">Healthful Habits Goal</a></li></ul>
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Safety

2.3

3rd-4th Grade

**Unit Overview**

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

**Unit Title: 2.3 Safety**

**Grade Level: 3 & 4** **Timeline: 6 Sessions**

- Disciplinary Concepts:**
- Personal Safety
  - Health Conditions, Diseases, and Medicines
  - Alcohol, Tobacco, and other Drugs
  - Dependency, Substances Disorder and Treatment

**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> <li>● <b>2.3.5.PS.2:</b> Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</li> <li>● <b>2.3.5.PS.3:</b> Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</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, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	<ul style="list-style-type: none"> <li>● <b>2.3.5.ATD.1:</b> Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <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> <li>● Allow for flexible grouping</li> <li>● Student centered activities</li> <li>● Learning Stations</li> <li>● Small group &amp; large group discussions</li> </ul>

	<ul style="list-style-type: none"> <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> <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>
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<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>	
<ul style="list-style-type: none"> <li>● Smartboard</li> <li>● Google Suite</li> <li>● Chromebook</li> </ul>	

Instruction			
Unit	Standard	Learning Targets (objective)- Students will...	Lesson Resources/Materials
Personal Safety	2.3.5.PS.1 2.3.5.PS.3	<ul style="list-style-type: none"> <li>● Define the concept of safety.</li> <li>● Demonstrate the importance of safety rules.</li> <li>● Practice changing unsafe situations into safe ones.</li> <li>● Compare and contrast safe and unsafe practices and situations.</li> <li>● Identify true emergencies.</li> <li>● Accept responsibility for emergency planning.</li> <li>● Generate an appropriate response to an emergency.</li> <li>● Evaluate emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>● The Great Body Shop <ul style="list-style-type: none"> <li>○ Safety Sleuths (301)</li> <li>○ Emergency Planners to the Rescue (301)</li> </ul> </li> <li>● The Great Body Shop Student Issues</li> <li>● BrainPop <ul style="list-style-type: none"> <li>○ Bicycle Safety</li> <li>○ Water Safety</li> </ul> </li> </ul>
Personal Safety	2.3.5.PS.2	<ul style="list-style-type: none"> <li>● Define first aid and explain the role it plays in emergency situations.</li> <li>● Explain the importance of being of service to others in a time of need.</li> <li>● List and practice Emergency Response Steps.</li> <li>● Follow the Decision Making Steps to determine who should be called in an emergency situation</li> <li>● Explain the methods of handling first aid for a range of common minor emergencies.</li> <li>● Explain the importance of</li> </ul>	<ul style="list-style-type: none"> <li>● The Great Body Shop <ul style="list-style-type: none"> <li>○ First Aid-What, Who, When (501)</li> <li>○ First Aid That You Can Do (501)</li> </ul> </li> <li>● The Great Body Shop Student Issues</li> <li>● The Great Body Shop <ul style="list-style-type: none"> <li>○ Caring for Cuts</li> <li>○ Choking</li> </ul> </li> <li>● BrainPop</li> </ul>

		<p>developing first aid skills.</p> <ul style="list-style-type: none"> <li>• Simulate a first aid station where you triage the patients, administer first aid, and refer other patients to appropriate resources for help.</li> <li>• Compare and contrast major and minor emergencies and evaluate the suitability of resources</li> </ul>	<ul style="list-style-type: none"> <li>○ First Aid</li> <li>○ Burns</li> <li>• American Red Cross youth preparedness resources</li> </ul>
Health Conditions, Diseases and Medicines	2.3.5.HCDM.1	<ul style="list-style-type: none"> <li>• Explain the digestive system and identify factors that can help or harm the digestive process.</li> <li>• Develop respect for the role good nutrition plays in disease prevention by ranking health choices.</li> <li>• Practice choosing foods that promote dental health, strong bones, and healthy muscles.</li> <li>• Compare and contrast factors that help or hinder the digestive system.</li> </ul>	<ul style="list-style-type: none"> <li>• The Great Body Shop <ul style="list-style-type: none"> <li>○ The Digestive Process, What Helps &amp; What Hurts (403)</li> </ul> </li> <li>• The Great Body Shop Student Issues</li> <li>• The Great Body Shop <ul style="list-style-type: none"> <li>○ Preventing Problems</li> </ul> </li> </ul>
Health Conditions, Diseases and Medicines	2.3.5.HCDM.2	<ul style="list-style-type: none"> <li>• Discover how germs spread.</li> <li>• List ways that you routinely exercise responsibility in doing everything you can to prevent your germs from spreading to someone else.</li> <li>• Practice distinguishing between communicable and noncommunicable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• The Great Body Shop <ul style="list-style-type: none"> <li>○ Being Sick (308)</li> </ul> </li> <li>• The Great Body Shop Student Issues</li> <li>• BrainPop <ul style="list-style-type: none"> <li>○ Immune System</li> </ul> </li> </ul>
Health Conditions, Diseases and Medicines	2.3.5.HCDM.3	<ul style="list-style-type: none"> <li>• Describe how your attitude can affect the choices you make about your health.</li> <li>• Show your appreciation of others who display a positive</li> </ul>	<ul style="list-style-type: none"> <li>• The Great Body Shop <ul style="list-style-type: none"> <li>○ How Attitude Affects Your Actions</li> </ul> </li> </ul>

		<p>attitude by offering recognition and praise to them.</p> <ul style="list-style-type: none"> <li>• Role-play refusal skills in at risk situations.</li> <li>• Use the Decision Making Steps to make healthy decisions.</li> </ul>	<p>(305)</p> <ul style="list-style-type: none"> <li>• The Great Body Shop Student Issues</li> <li>• PATHS SEL Program</li> <li>• BrainPop <ul style="list-style-type: none"> <li>○ Mindfulness</li> </ul> </li> </ul>
Alcohol, Tobacco, and other Drugs	2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.ATD.3	<ul style="list-style-type: none"> <li>• Define the word addiction and explain what it means to be addicted to drugs and how it can happen.</li> <li>• Describe how addiction can interfere with your values.</li> <li>• Predict the consequences to the person and his/her family of becoming addicted to drugs.</li> <li>• Discover how to say “No!” in a threatening or at-risk situation involving smoking, drinking, and drugs.</li> <li>• Tell why it is more important to protect yourself than it is to go along with peer and/or adult pressure to take drugs.</li> <li>• Practice recognizing drugs and using refusal skills in a variety of scenarios.</li> <li>• Predict the consequences of giving in to pressure to smoke, drink, or do drugs.</li> </ul>	<ul style="list-style-type: none"> <li>• LTPD 4th Grade Assembly</li> <li>• LEAD 4th Grade Assembly</li> <li>• Classroom Discussion</li> </ul>
Dependency, Substance Disorder, and Treatment	2.3.5.DST.1 2.3.5.DST.2 2.3.5.DST.3 2.3.5.DST.4 2.3.5.DST.5	<ul style="list-style-type: none"> <li>• Identify assets and sources of pressure which lead to drug experimentation.</li> <li>• Identify various drugs, classify them into categories, and explain the effects of</li> </ul>	<ul style="list-style-type: none"> <li>• LTPD 4th Grade Assembly</li> <li>• LEAD 4th Grade Assembly</li> </ul>

		<p>each drug.</p> <ul style="list-style-type: none"><li>● List healthful activities that can provide the real benefits that people who might be tempted to use drugs are seeking.</li><li>● Predict the consequences of using drugs to solve problems.</li><li>● Explain the value of decision making skills in choosing to be drug-free.</li><li>● Identify various drugs, classify them into categories, and explain the effects of each drug.</li><li>● List healthful activities that can provide the real benefits that people who might be tempted to use drugs are seeking.</li><li>● Predict the consequences of using drugs to solve problems.</li><li>● Identify resources that you can trust in the community that can help with drug problems in the family.</li><li>● Explain the value of decision making skills in choosing to be drug-free.</li></ul>	<ul style="list-style-type: none"><li>● Classroom Discussion</li></ul>
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