

**Hainesport Township School District  
211 Broad Street Hainesport, NJ 08036**



**Course Title: Physical Education Grades: 3-5  
Board of Education Adoption Date: 3/28/2013  
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[2020 NJSLS - Comprehensive Health and Physical Education \(Grades K-2\)](#)

[Statement of Acting Education Commissioner Allen-McMillan - May 4, 2022](#)

### Introduction

#### **Comprehensive Health and Physical Education**

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLS-CHPE mission and vision reflects this perspective:

#### Mission

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

#### Vision

A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of

- health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills;
- Builds and maintains healthy relationships;
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

### Spirit and Intent

The (NJSLS-CHPE) highlights the expectation that all students participate in a high-quality, K–12 sequential, health and physical education program that emphasizes 21st Century skills and interdisciplinary connections to empower students to live a healthy active lifestyle. The standards provide a blueprint for curriculum development, instruction, and assessment, and reflect the latest research for effective health and physical education programs. The primary focus of the standards consists of the development of concepts and skills that promote and influence healthy behaviors.

### Revised Standards

#### Framework for NJ Designed Standards

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study within comprehensive health and physical education;
- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and
- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.

### Comprehensive Health and Physical Education Practices

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

Practice	Description
<b>Acting as responsible and contributing member of society</b>	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
<b>Building and maintaining healthy relationships</b>	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
<b>Communicating clearly and effectively (verbal and nonverbal)</b>	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
<b>Resolving conflict</b>	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.

<p><b>Attending to personal health, emotional, social and physical well-being</b></p>	<p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>
<p><b>Engaging in an active lifestyle</b></p>	<p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p>
<p><b>Making decisions</b></p>	<p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, which will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p>
<p><b>Managing-self</b></p>	<p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p>
<p><b>Setting goals</b></p>	<p>Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.</p>

<b>Using technology tools responsibly</b>	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.
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### Standards in Action: Climate Change

The impact of climate change on human health is a significant threat to our way of life. The human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed by threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness.

### New Jersey Technology Standards

[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards

[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

New Jersey Climate Change Standards

[2020 New Jersey Student Learning Standards: Climate Change](#)

**Pacing Guide**

<b>Topic</b>	<b>Unit</b>	<b>Unit Length</b>
2.1 Personal and Mental Health	Health - I	10 Weeks
2.2 Physical Wellness	PE - I	Ongoing
2.3 Safety/Substance Awareness	Health - II	10 Weeks

**5th Grade Pacing Information:**

All 5th Grade students will have Health for 1 Marking Period of the school year. Unit 1, Personal and Mental Health, will be covered in approximately the first 4-6 class periods of the Marking Period. All lessons will be accessible via the Google Classroom to support school-home connections. Lessons are available in advance by request. \*\*During the 2022-2023 school year, Unit 1, Personal and Mental Health will be taught in both 5th & 6th Grades.



<b>Unit 2.1: Personal and Mental Health</b> <b>Curriculum Area: Health Education</b> <b>Unit Length: 10 weeks</b>	<b>Grade Level: 3-5</b>
<b>Unit Overview</b>	
<p>This unit begins to development of self-awareness and promote healthy habits that leads to a healthy lifestyle. This unit well begin the development of individual in a family and relationship to the community. In this unit, students will develop their sense of “awareness”.</p>	
<b>Comprehensive Health and Physical Education Practices</b>	
<ul style="list-style-type: none"> <li>● <b>Attending to personal health, emotional, social and physical well-being</b></li> <li>● <b>Managing-self</b></li> <li>● <b>Acting as responsible and contributing member of society</b></li> <li>● <b>Building and maintaining healthy relationships</b></li> <li>● <b>Communicating clearly and effectively (verbal and nonverbal)</b></li> <li>● <b>Resolving conflict</b></li> <li>● <b>Making decisions</b></li> <li>● <b>Setting goals</b></li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p> <p>Substance abuse is caused by a variety of factors.</p> <p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p> <p>Healthy relationships require a mutual commitment.</p>	<p>What are good habits related to hygiene?</p> <p>What are the consequences (especially unforeseen) of our choices in terms of wellness?</p> <p>What causes optimal growth and development?</p> <p>What is the difference between healthy and unhealthy risks?</p> <p>Why do we sometimes take risks that can cause harm to ourselves or others?</p> <p>How do you know whether or not health information is accurate?</p>



<p>Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</p> <p>Responsible actions regarding sexual behavior impact the health of oneself and others.</p> <p>Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</p> <p>Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.</p>	<p>How do I overcome negative influences when making decisions about my personal health?</p> <p>How can you inspire others to address health issues?</p> <p>Where do I go to access information about good health and fitness services?</p> <p>What makes a Healthy decision?</p> <p>What are the consequences (especially unforeseen) of our choices in terms of wellness?</p> <p>What causes optimal growth and development?</p> <p>What makes a food healthy?</p>
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**District/School Supplementary Resources**

[www.TeacherTube.com](http://www.TeacherTube.com)                      [www.discoveryeducation.com](http://www.discoveryeducation.com)                      [www.health.gov](http://www.health.gov)  
[www.nj.pbslearningmedia.org](http://www.nj.pbslearningmedia.org)                      [www.catch.org](http://www.catch.org)                      [www.usa.gov](http://www.usa.gov)  
[www.nj.gov/education/modelcurriculum/peh/](http://www.nj.gov/education/modelcurriculum/peh/)                      [www.MyPlate.com](http://www.MyPlate.com)  
[www.acefitness.org](http://www.acefitness.org) Ready to use P.E. Activities Workbook  
[www.Promethanplanet.com](http://www.Promethanplanet.com)  
Physical Education Handbook                      [www.gonoodle.com](http://www.gonoodle.com)  
Pedometers Handbook                      Phillie Phanatic Fitness Program  
N.J. Educator Resource Exchange                      NJ SNAP-Ed Program Rutgers Cooperative Extension of Burlington County  
[Shape America Appropriate Practices in School-Based Health Education Guidance](#)  
  
[Google Classroom Lessons](#)

<b>District/ School Formative Assessment Plan</b>	<b>District/ School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>Teacher Observation</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of Standards-based Performance Tasks</li> </ul>



<ul style="list-style-type: none"> <li>● Quizzes/Test</li> <li>● Group Projects/Discussions</li> <li>● Performance Tasks</li> </ul>	
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues and Questions</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Physical Education Artifacts</li> </ul>
<b>Career Readiness, Life Literacies, and Key Skills</b>	
<b>Core Ideas</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>● You can give back in areas that matter to you.</li> <li>● An individual’s financial traits and habits affect his/her finances</li> <li>● Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.</li> </ul>	<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.</p> <p>9.1.5.FP.2: Identify the elements of being a good steward of money.</p> <p>9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</p> <p>9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).</p>
<b>Interdisciplinary Connections</b>	



Science

Knowing the anatomy of the body.  
Introduction to systems of the body.  
Introduction to organs.

Mathematics

Counting and Cardinality  
Know number names and the count sequence.  
Reason abstractly and quantitatively.

Language Arts

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**NJSLS 2020 - Computer Science and Design Thinking**

<b>Core Idea</b>	<b>Performance Expectation</b>
Computing devices may be connected to other devices to form a system as a way to extend their capabilities.	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim. **Climate Change Standard
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**Climate Change Standards**

<b>Core Idea</b>	<b>Performance Expectation</b>
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People in the community work to keep us safe.	2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

### NJSLs Learning Plan

#### 2.1a: Personal Growth and Development

Core Idea	Performance Expectations
<ul style="list-style-type: none"> <li>Health is influenced by the interaction of body systems.</li> </ul>	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).
<p><i>5th Grade:</i></p> <ul style="list-style-type: none"> <li>Puberty is a time of physical, social, and emotional changes.</li> </ul>	<p><i>5th Grade:</i></p> <p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>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.</p> <p>2.1.5.PGD.4: Explain common human sexual development and the role of hormones</p> <p>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.</p>

#### 2.1b: Pregnancy and Parenting

Core Idea	Performance Expectations
<p><i>5th Grade:</i></p> <ul style="list-style-type: none"> <li>Pregnancy can be achieved through a variety of methods.</li> </ul>	<p><i>5th Grade:</i></p>



	<p>2.1.5.PP.1: Explain human reproduction.</p> <p>2.1.5.PGD.2: Explain the range of ways pregnancy can occur</p>
<b>2.1c: Emotional Health</b>	
<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</li> </ul>	2.1.5.EH.1: Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.
<ul style="list-style-type: none"> <li>Resiliency and coping practices influence an individual’s ability to respond positively to everyday challenges and difficult situations.</li> </ul>	<p>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).</p> <p>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.</p>
<b>2.1d: Social and Sexual Health</b>	
<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</li> </ul>	<p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p><b>5th Grade:</b></p> <p>2.1.5.SSH.2: Understanding of sexual orientation.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</p>

<ul style="list-style-type: none"> <li>Family members impact the development of their children physically, socially and emotionally.</li> </ul>	<p>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p>
<ul style="list-style-type: none"> <li>People in healthy relationships share thoughts and feelings, as well as mutual respect.</li> </ul>	<p>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p>
<b>2.1e: Community Health Services and Support</b>	
<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</li> </ul>	<p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</p> <p>***2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</p> <p>***Climate Change Standard</p>
<ul style="list-style-type: none"> <li>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</li> </ul>	<p>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</p>

<b>Unit 2.2: Physical Wellness</b> <b>Curriculum Area: Physical Education</b> <b>Unit Length: Ongoing</b>	<b>Grade Level: 3-5</b>
<b>Unit Overview</b>	
<p>Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills. This unit focuses on developing the necessary skill sets to competently use physical activity as a means to a healthier life. There are immediate benefits of proper fitness including maintaining a healthy weight, feeling more energetic, and promoting a better outlook. Participating in team and individual sports and other forms of physical activity can boost self-confidence, provide opportunities for social interaction, and offer a chance to have fun. The following learning opportunities encourage students to develop an understanding of fitness and the fitness strategies.</p>	
<b>Comprehensive Health and Physical Education Practices</b>	
<ul style="list-style-type: none"> <li>● <b>Engaging in an active lifestyle</b></li> <li>● <b>Attending to personal health, emotional, social and physical well-being</b></li> <li>● <b>Managing-self</b></li> <li>● <b>Making decisions</b></li> <li>● <b>Setting goals</b></li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p><b>Movement Skills and Concepts</b>  Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.</p> <p>Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</p>	<p><b>Movement Skills and Concepts</b>  How can understanding movement concepts improve my performance?  How can I make movement more interesting, fun, and enjoyable?  How does my use of movement influence that of others?  What is movement?  Do all move the same way?</p>

**Physical Fitness**

Using health-enhancing personal, interpersonal, and life skills will support a healthy, active lifestyle.

Everyone benefits from volunteering.

Sportsmanship, safety and maintaining a positive mental attitude will lead to lifelong fitness.

Being a good or bad sport affects everyone.

Safe, efficient, and effective movement develops and maintains a healthy, active lifestyle

Moving safely, effectively, and efficiently makes you feel good.

Sportsmanship, safety and maintaining a positive mental attitude will lead to lifelong fitness.

Being a good or bad sport affects everyone

**Lifelong Fitness:**

Children who regularly participate in physical activity tend to stay active throughout their lives.

In the long term, regular physical activity can help prevent heart disease, diabetes, and other medical problems later in life.

Getting active and staying active is a key component of a healthy lifestyle.

**Nutrition:**

Categorize foods as healthy or unhealthy.

**Physical Fitness**

What is fitness?

What is wellness?

How can I improve my fitness and wellness?

What is a volunteer?

Who benefits from volunteering?

Why do we follow rules?

Why is following directions important?

Why do we move?

Do we move without thinking?

What would life be like if you couldn't control your movement?

Why is sportsmanship important?

Why do we have rules?

Why should we have positive attitudes?

What is sportsmanship?

Why do we follow rules?

**Lifelong Fitness:**

Why is it so difficult to become healthy and physically fit?

Why is it even harder to stay healthy and physically fit?

How can I set challenging fitness goals that help me stay committed to wellness?

**Nutrition:**

What is healthy eating?



<p>Identify the food groups food belongs to.</p> <p>Food choices affect health.</p> <p>Poor food choices harm health.</p> <p>Large portion sizes affect one’s health and perception of healthy eating.</p> <p>Diseases and physical conditions can limit a person’s food choices.</p> <p>Methods to make food production more profitable can affect the health of the consumer.</p>	<p>What makes a food healthy?</p> <p>How do you know a food is healthy?</p> <p>Are you a healthy eater? How would you know?</p> <p>What are appropriate portion sizes?</p> <p>How can a diet for one person be unhealthy for another?</p> <p>Why is breakfast important?</p> <p>Why is knowing how our food is produced important to our health?</p>
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**District/School Supplementary Resources**

<p><a href="http://www.TeacherTube.com">www.TeacherTube.com</a></p> <p><a href="http://www.nj.pbslearningmedia.org">www.nj.pbslearningmedia.org</a></p> <p><a href="http://www.nj.gov/education/modelcurriculum/peh/">www.nj.gov/education/modelcurriculum/peh/</a></p> <p><a href="http://www.acefitness.org">www.acefitness.org</a> Ready to use P.E. Activities Workbook</p> <p><a href="http://www.Promethanplanet.com">www.Promethanplanet.com</a></p> <p>Physical Education Handbook</p> <p>Pedometers Handbook</p> <p>N.J. Educator Resource Exchange</p>	<p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></p> <p><a href="http://www.catch.org">www.catch.org</a></p> <p><a href="http://www.MyPlate.com">www.MyPlate.com</a></p> <p><a href="http://www.gonoodle.com">www.gonoodle.com</a></p> <p>Phillies Phitness Program</p> <p>NJ SNAP-Ed Program Rutgers Cooperative Extension of Burlington County</p>	<p><a href="http://www.health.gov">www.health.gov</a></p> <p><a href="http://www.usa.gov">www.usa.gov</a></p>
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<b>District/ School Formative Assessment Plan</b>	<b>District/ School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Teacher Observation</li> <li>● Quizzes/Test</li> <li>● Group Projects/Discussions</li> <li>● Performance Tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Tasks</li> <li>● Presidential Fitness Test</li> </ul>

**Instructional Best Practices**



<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues and Questions</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Physical Education Artifacts</li> </ul>
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**Career Readiness, Life Literacies, and Key Skills**

<b>Core Ideas</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>● You can give back in areas that matter to you.</li> <li>● An individual’s financial traits and habits affect his/her finances</li> <li>● Spending choices and their intended and unintended consequences impact financial outcomes and personal wellbeing.</li> </ul>	<p>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p> <p>9.1.5.FP.1: Illustrate the impact of financial traits on financial decisions.</p> <p>9.1.5.FP.2: Identify the elements of being a good steward of money.</p> <p>9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.</p> <p>9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).</p>

**Interdisciplinary Connections**

Mathematics  
 Counting and Cardinality  
 Know number names and the count sequence.  
 Reason abstractly and quantitatively.





Language Arts

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**NJSLS 2020 - Computer Science and Design Thinking**

<b>Core Idea</b>	<b>Performance Expectation</b>
Computing devices may be connected to other devices to form a system as a way to extend their capabilities.	8.1.5.CS.1: Model how computing devices connect to other components to form a system.
Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim. **Climate Change Standard
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**NJSLS Learning Plan**

**2.2a: Movement Skills and Concepts**

<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"><li>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.</li></ul>	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). 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.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.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.



<ul style="list-style-type: none"> <li>• Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</li> </ul>	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.
<ul style="list-style-type: none"> <li>• Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</li> </ul>	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. 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
<b>2.2b: Physical Fitness</b>	
<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>• The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</li> </ul>	2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health. 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. 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. 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).
<b>2.2c: Lifelong Fitness</b>	
<b>Core Idea</b>	<b>Performance Expectations</b>

<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>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).</p>
<ul style="list-style-type: none"> <li>Personal and community resources can support physical activity.</li> </ul>	<p>2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</p>

**2.2d: Nutrition**

<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>Understanding the principals 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.</li> </ul>	<p>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.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</p>

**Key Vocabulary for the Strands**

Defense, Offense, Competition, Strategies, space, speed, force, projection, tempo, pathways, recreational activities, cultures, Team Sports, Body Mechanics, Recreational Activities, Fitness Activities, Basic movements skills & coordination, Basic Stunts & Tumbling, Physical Challenges, Health, Nutrition, Sportsmanship, teammates, fair play, environment & field / court

<b>Modifications/Accommodations for Special Education Students</b>	<b>Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"> <li>Demonstrate/model activity</li> </ul>	



<ul style="list-style-type: none"> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Use well-defined boundaries</li> <li>● Get a written list of instructions</li> <li>● Provide a buddy/partner</li> <li>● Preview skills for upcoming classes</li> <li>● Demonstrate/model activity</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Provide pictorial of rules, directions, or process</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Explain alternate moves</li> <li>● Create game extensions</li> <li>● Draw/Write summary of class</li> </ul>
<b>Required Activities</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Instant Activity/Warm-Up</li> <li>● Closure</li> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Modeling</li> <li>● Independent Practice</li> <li>● PBIS Implementation</li> <li>● Identify and review objectives for lesson</li> <li>● Stations</li> <li>● Modified Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Goal Setting</li> <li>● Real World Connection</li> <li>● Accessing Prior Experiences</li> </ul>





<b>Unit 2.3: Safety</b> <b>Curriculum Area: Health Education</b> <b>Unit Length: 10 weeks</b>	<b>Grade Level: 3-5</b>
<b>Unit Overview</b>	
<p>This unit will begin the development of drug and alcohol awareness. This unit will promote healthy lifestyles and encourage knowledge of the unhealthy risks of drugs and alcohol.</p>	
<b>Comprehensive Health and Physical Education Practices</b>	
<ul style="list-style-type: none"> <li>● <b>Attending to personal health, emotional, social and physical well-being</b></li> <li>● <b>Managing-self</b></li> <li>● <b>Acting as responsible and contributing member of society</b></li> <li>● <b>Building and maintaining healthy relationships</b></li> <li>● <b>Communicating clearly and effectively (verbal and nonverbal)</b></li> <li>● <b>Resolving conflict</b></li> <li>● <b>Making decisions</b></li> <li>● <b>Setting goals</b></li> <li>● <b>Using technology tools responsibly</b></li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<p>An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</p> <p>Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</p>	<p>How do I make the "right" decisions in the face of peer, media and other pressures?</p>

There are many short and long term health benefits and risks associated with nutritional choices.

Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.

Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself.

Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.

Understanding all sides of an issue are important to develop an informed opinion.

Staying healthy is a lifelong process that includes all dimensions of wellness.

Eating patterns are influenced by a variety of factors.

The early detection and treatment of diseases and health conditions impact one's health.

Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.

Applying first-aid procedures can minimize injury and save lives.

Social and emotional development impacts all components of wellness.

Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?

What are the actions that illegal drugs cause on Physical Health?

Why does one person become an addict and another does not?

How can legal action limit opportunities?

Why does one person become an addict and another does not?

### District/School Supplementary Resources

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<a href="http://www.nj.gov/education/modelcurriculum/peh/">www.nj.gov/education/modelcurriculum/peh/</a>	<a href="http://www.MyPlate.com">www.MyPlate.com</a>	
<a href="http://www.acefitness.org">www.acefitness.org</a> Ready to use P.E. Activities Workbook		
<a href="http://www.Promethanplanet.com">www.Promethanplanet.com</a>		
Physical Education Handbook	<a href="http://www.gonoodle.com">www.gonoodle.com</a>	
Pedometers Handbook	Phillies Phitness Program	
N.J. Educator Resource Exchange	NJ SNAP-Ed Program Rutgers Cooperative Extension of Burlington County	

#### District/ School Formative Assessment Plan

- Teacher Observation
- Quizzes/Test
- Group Projects/Discussions
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#### District/ School Summative Assessment Plan

- Performance Tasks

### Instructional Best Practices

- Identifying Similarities and Differences
- Reinforcing Effort and Providing Recognition
- Practice
- Modeling
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Cues and Questions
- Gradual Release of Responsibility

- Checks for Understanding
- Diagrams, Charts and Graphs
- Coaching
- Visuals
- Collaborative Problem Solving
- Active Engagement Strategies
- Required Physical Education Artifacts

**Career Readiness, Life Literacies, and Key Skills**

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### NJSL Learning Plan

#### 2.3a Personal Safety

Core Idea	Performance Expectations
Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.	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.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
There are strategies that individuals can use to communicate safely in an online environment.	2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
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.	2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. 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.

**2.3b Health Conditions, Diseases and Medicines**

<b>Core Idea</b>	<b>Performance Expectations</b>
There are actions that individuals can take to help prevent diseases and stay healthy.	<p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p> <p><i>Personal hygiene lesson: Rutgers University</i></p>

**2.3.c Alcohol, Tobacco and other Drugs**

<b>Core Idea</b>	<b>Performance Expectations</b>
The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.	<p>2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</p> <p>2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non prescribed cannabis products.</p> <p><i>Tobacco lesson</i> <i>Drugs and alcohol lesson</i></p>
Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.	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.d Dependency, Substances Disorder and Treatment**

<b>Core Idea</b>	<b>Performance Expectations</b>
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<p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p>	<p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, 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.</p>
<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>	<p>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).</p>
<p><b>Key Concepts</b></p>	
<ul style="list-style-type: none"> <li>● Safety in the home</li> <li>● Safety in cars, on bikes, and on the road.</li> <li>● Medicines</li> <li>● Smoking and the body</li> </ul>	<ul style="list-style-type: none"> <li>● Stranger danger vs Friend/Acquaintance danger</li> <li>● Drugs and alcohol dependence</li> <li>● Drugs, alcohol, tobacco, and pregnancy</li> </ul>
<p><b>Modifications/Accommodations for Special Education Students</b></p>	<p><b>Accommodations for At-Risk Students</b></p>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Use well-defined boundaries</li> <li>● Get a written list of instructions</li> <li>● Provide a buddy/partner</li> <li>● Preview skills for upcoming classes</li> <li>● Demonstrate/model activity</li> <li>● Disregard time limits</li> <li>● Oral prompt</li> <li>● More space between students</li> </ul>





	<ul style="list-style-type: none"> <li>● Preferred position</li> <li>● Simplify patterns</li> <li>● Reduce number of actions</li> <li>● Ask for a repeat of the directions</li> </ul>
<b>Accommodations for English Language Learners</b>	<b>Accommodations for Gifted Students</b>
<ul style="list-style-type: none"> <li>● Demonstrate/model activity</li> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Provide pictorial of rules, directions, or process</li> <li>● Ask for a repeat of the directions</li> </ul>	<ul style="list-style-type: none"> <li>● Research Task</li> <li>● Draw/Write summary of class</li> </ul>
<b>Required Activities</b>	<b>Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Instant Activity/Warm-Up</li> <li>● Closure</li> <li>● Whole Group</li> <li>● Small Groups</li> <li>● Modeling</li> <li>● Independent Practice</li> <li>● PBIS Implementation</li> <li>● Identify and review objectives for lesson</li> <li>● Stations</li> <li>● Modified Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection</li> <li>● Goal Setting</li> <li>● Real World Connection</li> <li>● Accessing Prior Experiences</li> </ul>

**Hainesport Township School District**  
**211 Broad Street Hainesport, NJ 08036**



Course Title: Comprehensive Health & Physical Education  
Grade(s): 3rd through 5th Grade  
Standards: NJSLS-CHPE June 2020

### 3rd - 5th Grade

Unit	Weeks	Standards/ Assessment	Focus Skills
<b>Rules &amp; Procedures</b>	1 week	2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3	<ul style="list-style-type: none"> <li>● 2.1.5.EH.1: Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</li> <li>● 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).</li> <li>● 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.</li> </ul>
<b>Unit 1- Personal and Mental Health</b>	3 weeks	2.1.5.PGD.1 2.1.5.PGD.2 2.1.5.PGD.3 2.1.5.PGD.4 2.1.5.PGD.5	<ul style="list-style-type: none"> <li>● 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> <li>● <b>5th Grade:</b></li> <li>● Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>● 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>● Explain common human sexual development and the role of hormones</li> <li>● 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>
	1 week	2.1.5.PP.1 2.1.5.PGD.2	<ul style="list-style-type: none"> <li>● <b>5th Grade:</b></li> <li>● Explain human reproduction.</li> <li>● Explain the range of ways pregnancy can occur.</li> </ul>
	2 weeks	2.1.5.EH.1 2.1.5.EH.2 2.1.5.EH.3 2.1.5.EH.4	<ul style="list-style-type: none"> <li>● Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</li> <li>● 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>● 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>
	2 weeks	2.1.5.SSH.1 2.1.5.SSH.2 2.1.5.SSH.3 2.1.5.SSH.4 2.1.5.SSH.5 2.1.5.SSH.6 2.1.5.SSH.7	<ul style="list-style-type: none"> <li>● Describe gender-role stereotypes and their potential impact on self and others.</li> </ul> <p><b>5th Grade:</b></p> <ul style="list-style-type: none"> <li>● Understanding of sexual orientation.</li> <li>● Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</li> <li>● Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> </ul>

			<ul style="list-style-type: none"> <li>● Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> <li>● Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>● Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul>
	2 weeks	2.1.5.CHSS.1 2.1.5.CHSS.2 2.1.5.CHSS.3	<ul style="list-style-type: none"> <li>● Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li> <li>● 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> <li>● Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul>
<b>Unit 2- Physical Wellness</b>	10 weeks	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>● 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>● Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● 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>● Develop the necessary body control to improve stability and balance during movement and physical activity.</li> <li>● Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</li> <li>● 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>● Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul>
	10 weeks	2.2.5.PF.1 2.2.5.PF.2 2.2.5.PF.3 2.2.5.PF.4	<ul style="list-style-type: none"> <li>● Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.</li> <li>● Accept and respect others of all skill levels and abilities during participation.</li> <li>● 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>● 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>● Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> </ul>
	10 weeks	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>● Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>● Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> <li>● Proactively engage in movement and physical activity for enjoyment individually or with others.</li> <li>● 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> <li>● Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> </ul>
	4 weeks	2.2.5.N.1 2.2.5.N.2	<ul style="list-style-type: none"> <li>● Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> </ul>



		2.2.5.N.3	<ul style="list-style-type: none"> <li>● Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>● Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> </ul>
<b>Unit 3- Safety</b>	4 weeks	2.3.5.PS.1 2.3.5.PS.2 2.3.5.PS.3 2.3.5.PS.4 2.3.5.PS.5 2.3.5.PS.6	<ul style="list-style-type: none"> <li>● Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</li> <li>● Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</li> <li>● Develop strategies to safely communicate through digital media with respect.</li> <li>● Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</li> <li>● 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>
	3 weeks	2.3.5.HCDM.1 2.3.5.HCDM.2 2.3.5.HCDM.3	<ul style="list-style-type: none"> <li>● Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>● Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</li> </ul>
	2 weeks	2.3.5.ATD.1 2.3.5.ATD.2 2.3.5.ATD.3	<ul style="list-style-type: none"> <li>● Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>● Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non prescribed cannabis products.</li> <li>● 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>
		2.3.5.DSDT.1 2.3.5.DSDT.2 2.3.5.DSDT.3 2.3.5.DSDT.4 2.3.5.DSDT.5	<ul style="list-style-type: none"> <li>● Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</li> <li>● Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>● Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</li> <li>● Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</li> <li>● 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>