

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



**Course Title: Physical Education Grade: K-2  
Board of Education Adoption Date: 3/28/2013  
Board of Education Re-adoption Date: January 29, 2019  
Revised: January 5, 2023**

**Hainesport Township Board of Education**

Jason Cardonick	<a href="mailto:jcardonick@hainesport.k12.nj.us">jcardonick@hainesport.k12.nj.us</a>	Board President
Keith Peacock	<a href="mailto:kpeacock@hainesport.k12.nj.us">kpeacock@hainesport.k12.nj.us</a>	Board Vice President
Larry Brandolph	<a href="mailto:brandolph@hainesport.k12.nj.us">brandolph@hainesport.k12.nj.us</a>	Board Member
Bianca Cuniglio	<a href="mailto:cuniglio@hainesport.k12.nj.us">cuniglio@hainesport.k12.nj.us</a>	Board Member
Jeffrey Duda	<a href="mailto:Duda@hainesport.k12.nj.us">Duda@hainesport.k12.nj.us</a>	Board Member
Kristin Jakubowski	<a href="mailto:jakubowski@hainesport.k12.nj.us">jakubowski@hainesport.k12.nj.us</a>	Board Member
Jillian Ormsby	<a href="mailto:ormsby@hainesport.k12.nj.us">ormsby@hainesport.k12.nj.us</a>	Board Member
Jennifer Weres	<a href="mailto:weres@hainesport.k12.nj.us">weres@hainesport.k12.nj.us</a>	Board Member
Alan Anderson	<a href="mailto:aanaderson@hainesport.k12.nj.us">aanaderson@hainesport.k12.nj.us</a>	Board Member

**District Administration**

Mr. Joseph R. Corn	<a href="mailto:jcorn@hainesport.k12.nj.us">jcorn@hainesport.k12.nj.us</a>	Superintendent
Mrs. Lauren M. Salls	<a href="mailto:salls@hainesport.k12.nj.us">salls@hainesport.k12.nj.us</a>	Principal PreK-4/Special Services
Mr. Ramon Santiago Jr.	<a href="mailto:santiago@hainesport.k12.nj.us">santiago@hainesport.k12.nj.us</a>	Principal 5-8/Curriculum and Instruction
Mr. Robert J. Kraft	<a href="mailto:rkraft@hainesport.k12.nj.us">rkraft@hainesport.k12.nj.us</a>	School Business Administrator

**Curriculum Committee**

Mr. Ramon Santiago Jr.	<a href="mailto:santiago@hainesport.k12.nj.us">santiago@hainesport.k12.nj.us</a>	Principal 5-8/Curriculum and Instruction
Mrs. Kimberlyn Orfe	<a href="mailto:orfe@hainesport.k12.nj.us">orfe@hainesport.k12.nj.us</a>	Health/PE Teacher Grade K-8
Mr. Michael Golenda	<a href="mailto:golenda@hainesport.k12.nj.us">golenda@hainesport.k12.nj.us</a>	Health/PE Teacher Grade K-8
Mr. Matthew Stein	<a href="mailto:stein@hainesport.k12.nj.us">stein@hainesport.k12.nj.us</a>	Health/PE Teacher Grade K-8

[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 (NJSL-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 NJSL – 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.
---	---

**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

## HTSD Elementary Health and PE Lesson Calendar Guide

<b>Unit 2.1: Personal and Mental Health</b> <b>Curriculum Area: Health Education</b> <b>Unit Length: 10 weeks</b>	<b>Grade Level: K-2</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>Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</p> <p>Listening is the process of receiving, constructing meaning from, and responding to spoken and/nonverbal messages.</p>	<p>How does my emotional health affect my relationships with others?</p> <p>What is my family unit like?</p> <p>How do friends and family influence my decisions and behaviors?</p> <p>What are some characteristics of healthy relationships?</p> <p>How do I establish and communicate personal boundaries?</p> <p>How can I communicate well with others?</p>



	<p>Why is it important that I listen to others?</p> <p>What is character and why is it important?</p>
--	---

**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](#)

<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>● Evaluation of Standards-based Performance Tasks</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> </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> </ul>
---	---

<ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <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>• There are actions an individual can take to help make this world a better place.</li> </ul>	<p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p>
<b>Interdisciplinary Connections</b>	
<p><u>Science</u> Knowing the anatomy of the body. Introduction to systems of the body. Introduction to organs.</p> <p><u>Mathematics</u> Counting and Cardinality Know number names and the count sequence. Reason abstractly and quantitatively.</p> <p><u>Language Arts</u> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	
<b>NJSLS 2020 - Computer Science and Design Thinking</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<p>Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.</p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.</p>

Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
Data can be used to make predictions about the world.	8.1.2.DA.3: Identify and describe patterns in data visualizations. 8.1.2.DA.4: Make predictions based on data using charts or graphs.
<b>Climate Change Standards</b>	
<b>Core Idea</b>	<b>Performance Expectation</b>
<ul style="list-style-type: none"> <li>● People in the community work to keep us safe.</li> </ul>	2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
<b>NJSLS Learning Plan</b>	
<b>2.1a: Personal Growth and Development</b>	
<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>● Individuals enjoy different activities and grow at different rates.</li> <li>● Personal hygiene and self-help skills promote healthy habits.</li> </ul>	<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts.</p>

### 2.1b: Pregnancy and Parenting

#### Core Idea

#### Performance Expectations

- All living things may have the capacity to reproduce.

2.1.2.PP.1: Define reproduction.  
2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

### 2.1c: Emotional Health

#### Core Idea

#### Performance Expectations

- Many factors influence how we think about ourselves and others.

2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

#### *Character lesson*

- There are different ways that individuals handle stress, and some are healthier than others.

2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts, and behaviors. 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

### 2.1d: Social and Sexual Health

#### Core Idea

#### Performance Expectations

<ul style="list-style-type: none"> <li>● Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</li> <li>● Families shape the way we think about our bodies, our health and our behaviors.</li> <li>● People have relationships with others in the local community and beyond.</li> <li>● Communication is the basis for strengthening relationships and resolving conflict between people.</li> <li>● Conflicts between people occur, and there are effective ways to resolve them.</li> </ul>	<p>2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</p> <p>2.1.2.SSH.2: Discuss the range of ways people express their gender.</p> <p>2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</p> <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.1.2.SSH.5: Identify basic social needs of all people.</p> <p>2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.  <i>Communication exercises/activities</i>  <i>Listening games</i></p> <p>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.  <i>I feel _____ activities (checking-in)</i></p>
--	--

**2.1e: Community Health Services and Support**

**Core Idea**

**Performance Expectations**

<ul style="list-style-type: none"> <li>● People in the community work to keep us safe.</li> </ul> <ul style="list-style-type: none"> <li>● Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</li> </ul>	<p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>**2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</p> <p>(**Climate Change Standard)</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</p>

<b>Unit 2.2: Physical Wellness</b> <b>Curriculum Area: Physical Education</b> <b>Unit Length: Ongoing</b>	<b>Grade Level: K-2</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, 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:**

**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:**



<p>Categorize foods as healthy or unhealthy.</p> <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 is healthy eating?</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>
--	---

**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>Ready to use P.E. Activities Workbook</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.Promethanplanet.com">www.Promethanplanet.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> <p><a href="http://www.acefitness.org">www.acefitness.org</a></p>
---	---	---

<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

- 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

#### Core Ideas

#### Performance Expectations

There are actions an individual can take to help make this world a better place.

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.

There is a relationship between an individual's values, emotions, and the ways he/she chooses to spend money.

9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.

External factors can influence the items that an individual wants or needs.

- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).

### 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>
Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

**NJSLS Learning Plan**

**2.2a: Movement Skills and Concepts**

<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>The body moves with confidence in a variety of the age-appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</li> </ul>	<p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p>

<ul style="list-style-type: none"> <li>● Feedback impacts and improves the learning of movement skills and concepts.</li> <li>● Teamwork consists of effective communication and respect among class and team members.</li> </ul>	<p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.MSC.8: Explain the difference between offense and defense.</p>
---	--

**2.2b: Physical Fitness**

<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>● The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</li> </ul>	<p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p>

**2.2c: Lifelong Fitness**

<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>● Exploring wellness components provide a foundational experience of physical movement activities.</li> </ul>	<p>2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.</p>

<ul style="list-style-type: none"> <li>Resources that support physical activity are all around you.</li> </ul>	<p>2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>
--	---

**2.2d: Nutrition**

<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>Nutritious food choices promote wellness and are the basis for healthy eating habits.</li> </ul>	<p>2.2.2.N.1: Explore different types of foods and food groups.</p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p> <p>2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</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> <li>Partner assisted</li> </ul>	<ul style="list-style-type: none"> <li>Use well-defined boundaries</li> <li>Get a written list of instructions</li> </ul>

<ul style="list-style-type: none"> <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>● 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: K-2</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>Basic first aid techniques, and how to respond to an emergency (911).</p>	<p>What can I do if there is a medical emergency?</p> <p>How can I prevent myself from becoming injured?</p>

<p>People who abuse drugs (and their families) have ways of receiving help.</p> <p>All medicines can be dangerous if not correctly taken. Peer pressure can lead to unsafe behavior.</p> <p>Tobacco and alcohol can harm the user and the user’s family.</p> <p>Drugs, alcohol, and tobacco can complicate one’s health.</p> <p>Good personal hygiene is required for safety, the spread of disease, and cleanliness.</p> <p>Personal hygiene is important for one’s physical and social health and well as one’s self-esteem.</p> <p>There are ways you can help prevent the spread of germs.</p> <p>Effective communication skills enhance a person’s ability to express and defend their beliefs.</p> <p>Good communication skills help establish healthy relationships with friends and family members.</p> <p>Developing self-esteem, resiliency, and tolerance, and coping skills support mental and emotional health.</p> <p>Character is who you are when no one is looking.</p>	<p>What can I do to keep myself safe at school, at home, and at play?</p> <p>What is the difference between drugs and medicines?</p> <p>How can I determine if a medication will be effective?</p> <p>Why do people use drugs, alcohol, and tobacco if they are aware of the negative effects?</p> <p>Why should a woman expecting a child stay away from alcohol, tobacco, and drugs?</p> <p>How does my emotional health affect my relationships with others?</p> <p>What is my family unit like?</p> <p>How do friends and family influence my decisions and behaviors?</p> <p>What are some characteristics of healthy relationships?</p> <p>How do I establish and communicate personal boundaries?</p> <p>How can I communicate well with others?</p> <p>Why is it important that I listen to others?</p> <p>What is character and why is it important?</p>
--	---

**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

Phillies Phitness Program

N.J. Educator Resource Exchange

NJ SNAP-Ed Program Rutgers Cooperative Extension of Burlington County

### District/ School Formative Assessment Plan

### District/ School Summative Assessment Plan

- Teacher Observation
- Quizzes/Test
- Group Projects/Discussions
- Performance Tasks

- 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**

<b>Core Ideas</b>	<b>Performance Expectations</b>
There are actions an individual can take to help make this world a better place.	9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
There is a relationship between an individual’s values, emotions, and the ways he/she chooses to spend money.	9.1.2.FP.1: Explain how emotions influence whether a person spends or saves.
External factors can influence the items that an individual wants or needs.	<ul style="list-style-type: none"> <li>• 9.1.2.FP.2: Differentiate between financial wants and needs.</li> <li>• 9.1.2.FP.3: Identify the factors that influence people to spend or save (e.g., commercials, family, culture, society).</li> </ul>

**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>
------------------	--------------------------------

Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.	8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
Individuals collect, use, and display data about individuals and the world around them.	8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

**NJSLS Learning Plan**

**2.3a Personal Safety**

<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>● The environment can impact personal health and safety in different ways.</li> <li>● Potential hazards exist in personal space, in the school, in the community, and globally.</li> <li>● Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</li> </ul>	<p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p><i>Calling 9-1-1 lesson</i> <i>Safety lesson</i></p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</p>

	<p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</p> <p><i>Stranger danger vs Friend acquaintance danger lesson</i></p>
--	---

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

<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>• People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</li> </ul>	<p>2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment.</p> <p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p> <p><i>Germs lessons: Rutgers University</i></p> <p><i>Personal hygiene lesson: Rutgers University</i></p>

**Alcohol, Tobacco and other Drugs**

<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>• The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</li> </ul>	<p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p>

	<p><i>Tobacco lesson</i> <i>Drugs and alcohol lesson</i></p>
<b>Dependency, Substances Disorder and Treatment</b>	
<b>Core Idea</b>	<b>Performance Expectations</b>
<ul style="list-style-type: none"> <li>● Substance abuse is caused by a variety of factors.</li> <li>● There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</li> </ul>	<p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>
<b>Key Concepts</b>	
<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>
<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> <li>● Partner assisted</li> <li>● Disregard time limits</li> <li>● Oral prompt</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> </ul>

<ul style="list-style-type: none"> <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>● 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>● 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 PUBLIC SCHOOL DISTRICT PACING GUIDE

211 Broad Street  
Hainesport, New Jersey 08036



Course Title: Comprehensive Health & Physical Education  
Grade(s): Kindergarten through 2nd Grade  
Standards: NJSL-CHPE June 2020

## K-2 Grades

Unit	Weeks	Standards/ Assessment	Focus Skills
<b>Rules &amp; Procedures</b>	1 week	2.1.2.EH.1 2.1.2.EH.2 2.1.2.EH.3	<ul style="list-style-type: none"> <li>● Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>● Identify what it means to be responsible and list personal responsibilities.</li> <li>● Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> </ul>
<b>Unit 1- Personal and Mental Health</b>	3 weeks	2.1.2.PGD.1 2.1.2.PGD. 2 2.1.2.PGD.3 2.1.2.PGD.4 2.1.2.PGD.5	<ul style="list-style-type: none"> <li>● Explore how activity helps all human bodies stay healthy.</li> <li>● Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</li> <li>● Explain what being “well” means and identify self-care practices that support wellness.</li> <li>● Use correct terminology to identify body parts and explain how body parts work together to support wellness.</li> <li>● List medically accurate names for body parts.</li> </ul>
	1 week	2.1.2.PP.1 2.1.2.PP.2	<ul style="list-style-type: none"> <li>● Define reproduction.</li> <li>● Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</li> </ul>
	2 weeks	2.1.2.EH.1 2.1.2.EH.2 2.1.2.EH.3 2.1.2.EH.4 2.1.2.EH.5	<ul style="list-style-type: none"> <li>● Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>● Identify what it means to be responsible and list personal responsibilities.</li> <li>● Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>● Demonstrate strategies for managing one's own emotions, thoughts, and behaviors.</li> <li>● Explain healthy ways of coping with stressful situations.</li> </ul>
	2 weeks	2.1.2.SSH.1 2.1.2.SSH.2 2.1.2.SSH.3 2.1.2.SSH.4 2.1.2.SSH.5 2.1.2.SSH.6 2.1.2.SSH.7 2.1.2.SSH.8 2.1.2.SSH.9	<ul style="list-style-type: none"> <li>● Discuss how individuals make their own choices about how to express themselves.</li> <li>● Discuss the range of ways people express their gender.</li> <li>● Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</li> <li>● Determine the factors that contribute to healthy relationships within a family.</li> <li>● Identify basic social needs of all people.</li> <li>● Determine the factors that contribute to healthy relationships.</li> <li>● Explain healthy ways for friends to express feelings for and to one another.</li> <li>● Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>● Define bullying and teasing and explain why they are wrong and harmful.</li> </ul>



	2 weeks	2.1.2.CHSS.1 2.1.2.CHSS.2 2.1.2.CHSS.3 2.1.2.CHSS.4 2.1.2.CHSS.5 2.1.2.CHSS.6	<ul style="list-style-type: none"> <li>Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>Determine where to access home, school, and community health professionals.</li> <li>Demonstrate how to dial and text 911 in case of an emergency.</li> <li>Describe how climate change affects the health of individuals, plants, and animals.</li> <li>Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul>
<b>Unit 2- Physical Wellness</b>	10 weeks	2.2.2.MSC.1 2.2.2.MSC.2 2.2.2.MSC.3 2.2.2.MSC.4 2.2.2.MSC.5 2.2.2.MSC.6 2.2.2.MSC.7 2.2.2.MSC.8	<ul style="list-style-type: none"> <li>Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</li> <li>Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</li> <li>Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.</li> <li>Differentiate manipulative movements (e.g., throwing, catching, dribbling).</li> <li>Adjust and correct movements and skill in response to feedback.</li> <li>Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</li> <li>Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li> <li>Explain the difference between offense and defense.</li> </ul>
	10 weeks	2.2.2.PF.1 2.2.2.PF.2 2.2.2.PF.3 2.2.2.PF.4	<ul style="list-style-type: none"> <li>Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</li> <li>Explore how to move different body parts in a controlled manner.</li> <li>Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</li> <li>Demonstrate strategies and skills that enable team and group members to achieve goals.</li> </ul>
	10 weeks	2.2.2.LF.1 2.2.2.LF.2 2.2.2.LF.3 2.2.2.LF.4	<ul style="list-style-type: none"> <li>Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.</li> <li>Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</li> <li>Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li> <li>Identify physical activities available outside of school that are in the community.</li> </ul>
<b>Unit 3- Safety</b>	4 weeks	2.3.2.PS.1 2.3.2.PS.2 2.3.2.PS.3 2.3.2.PS.4 2.3.2.PS.5 2.3.2.PS.6 2.3.2.PS.7	<ul style="list-style-type: none"> <li>Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</li> <li>Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</li> <li>Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</li> <li>Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</li> </ul>

		2.3.2.PS.8	<ul style="list-style-type: none"> <li>● Define bodily autonomy and personal boundaries.</li> <li>● Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</li> <li>● Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</li> <li>● Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</li> </ul>
	3 weeks	2.3.2.HCDM.1 2.3.2.HCDM.2 2.3.2.HCDM.3	<ul style="list-style-type: none"> <li>● Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.</li> <li>● Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</li> <li>● Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</li> </ul>
	2 weeks	2.3.2.ATD.1 2.3.2.ATD.2 2.3.2.ATD.3	<ul style="list-style-type: none"> <li>● Explain what medicines are, how they are used, and the importance of utilizing medications properly.</li> <li>● Identify ways in which drugs, including some medicines, can be harmful.</li> <li>● Explain effects of tobacco use on personal hygiene, health, and safety.</li> </ul>
	1 week	2.3.2.DSDT.1 2.3.2.DSDT.2	<ul style="list-style-type: none"> <li>● Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</li> <li>● Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</li> </ul>