

LONG BRANCH PUBLIC SCHOOLS



Comprehensive Health & Physical Education Curriculum Guide Kindergarten

2012-2013
LONG BRANCH PUBLIC SCHOOLS
Long Branch, New Jersey

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Table of Contents

	<u>Page</u>
Introduction	5

Units of Study

Unit 1 Comprehensive Health	11
Unit 2 Comprehensive Health	15
Unit 3 Comprehensive Health	19
Unit 4 Comprehensive Health	23
Unit 5 Comprehensive Health	27
Unit 6 Comprehensive Health	31
Unit 7 Comprehensive Health	35
Unit 8 Comprehensive Health	39
Unit 1 Physical Education	43
Unit 2 Physical Education	47
Unit 3 Physical Education	51
Unit 4 Physical Education	55
Unit 5 Physical Education	58

Course Introduction

Comprehensive Health & Physical Education focus on preparing the students to lead an active and productive lifestyle. Physical education is an essential and integral part of the total education program. Quality physical education programs promote the physical growth and development of all students contributing to their general health and wellness.

The goals of this program are to:

- Develop motor skills that allow for safe, successful and satisfying participation in physical activities.
- Develop the whole child by promoting good character through providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Reinforce knowledge learned in other subject areas such as science, math and social studies.
- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources.
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Help children become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences.
- Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Assessments

Students will be assessed formally and informally throughout their experiences in health and physical education. Assessments will vary according to the grade-level standards. For grading purposes, the physical education department will utilize the standards-based report card (K-5) or the universal grading system (6-12) that the school district has implemented.

New Jersey Legislative Statutes Summary

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**

Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**

Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and

dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

• **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

• **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

• **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

• **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

• **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

- o Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- o Fully address myths and misunderstandings regarding organ and tissue donation.
- o Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- o Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

• **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program.

Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

• Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

MONTHLY THEMES:

Physical Education Unit

Kindergarten

September	Fundamental Movement
October	Fundamental Movement
November	Low Organized Games & Activities
December	Low Organized Games & Activities
January	Rhythmic Activities & Dance
February	Rhythmic Activities & Dance
March	Ball Handling
April	Ball Handling
May	Individual & Dual Activities

June	Individual & Dual Activities
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Comprehensive Health Unit

Kindergarten

September	Safety
October	Personal Growth & Development
November	Nutrition
December	Nutrition
January	Social & Emotional Health
February	Communication, Decision Making, & Character Education
March	Disease & Health Conditions
April	Medicines, Drugs, & Addiction
May	Medicines, Drugs, & Addiction
June	Human Sexuality & Relationships

Unit 1

Unit Plan

Grade: K
Unit: 1 Safety

Subject Area: Comprehensive Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.2.D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.

2.1.2.D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.

Enduring Understandings:

- *Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.*
- *Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.*

Essential Questions:

- *What is the difference between healthy and unhealthy risks?*
- *Who is a stranger? What is violence?*
- *What is considered an unsafe touch?*
- *What are situations that put you at risk or make you unsafe?*
- *What are some ways to get out of a situation you feel uncomfortable in?*

Learners will know:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- Identify and recognize warning symbols and communicates their meaning (e.g., red lights, stop signs, poison symbol, etc.).
- Identify community helpers who assist in maintaining a safe environment.

Learners will be able to:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- Identify and recognize warning symbols and communicates their meaning (e.g., red lights, stop signs, poison symbol, etc.).
- Identify community helpers who assist in maintaining a safe environment.
- Recite school safety rules

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play stranger situations
- Create play/presentation video telling other students what to do in unsafe situations
- Take a field trip to watch a community helper or safety official at work
- Host a community helper or safety official as a guest speaker in class
- Draw warning signs and explain what they mean to the class

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need>
- <http://www.teachersfirst.com/spectopics/firepreventionandsafety.cfm>
- <http://www.sparky.org/>

Books:

- *Dragons for Tea: Fire Safety for Kids (and Dragons)* by Jean Pendziwol, Martine Gourbault
- *Stop, Drop, and Roll: A Jessica Worries Book: Fire Safety* by Margery Cuyler

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 2

Unit Plan

Grade: K
Unit: 2 Personal Growth

Subject Area: Comprehensive Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
2.1.2.E.3: Explain healthy ways of coping with common stressful situations experienced by children.

Enduring Understandings:

An individual’s health at different stages of life depends on heredity, environmental factors, and lifestyle choices.

Essential Questions:

- *What causes growth and development?*
- *What is wellness?*
- *What are healthy ways of dealing with stress?*

Learners will know:

- What wellness means
- To identify major body parts and explain how they work together to support wellness within the body.
- Healthy methods of coping with stress such as breathing, meditation, yoga, and tai chi

Learners will be able to:

- Define wellness
- List qualities and traits that associate with feeling good
- List one way to deal with stress.
- Identify all major body parts

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Team display of body parts

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Explore methods of coping with stress such as: breathing techniques, walking meditation, yoga, tai chi
- Create a class T-Chart of healthy and unhealthy choices
- Trace a student's body on paper and label or draw the major body parts. (small groups)

Learning Resources

Websites:

- <http://kidshealth.org/kid/htbw/>
- <http://science.pppst.com/humanbody/bodyparts.html>
- Pd360
- You tube

Video:

- *YogaKids: Educating The Whole Child Through Yoga* by Marsha Wenig and Susan Andrews (Oct 1, 2003)
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al.* (Oct 1, 2008)

Music:

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*
- *Body Parts by, Bev Schumacher*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper*

Unit 3

Unit Plan

Grade: K
Unit: 3 Nutrition

Subject Area: Comprehensive Health
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.1.2.B.1: Explain why some foods are healthier to eat than others.
- 2.1.2.B.2: Explain how foods in the food pyramid differ in nutritional content and value.
- 2.1.2.B.3: Summarize information about food found on product labels.

Enduring Understandings:

- *Making healthy eating choices is an important part of achieving and sustaining wellness.*
- *Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.*

Essential Questions:

- Why are some foods healthier than others?
- What are the five main food groups?
- What are some foods you would find at each of the main meals (breakfast, lunch, dinner)?

Learners will know:

- The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits.
- Healthy vs. unhealthy choices of each group.
- Fast foods are unhealthy.

Learners will be able to:

- Recite the difference between junk food and nutritious food.
- List foods and food categories listed in the Choose My Plate Food Guide
- List foods found at each of the main meals

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Prepared healthy snack

- Display of balanced meal

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity
- Display cut out foods on a plate from magazines and create a balanced meal

Suggested Activities:

- Prepare a healthy snack
- Play the interactive computer game “Blast Off!” to better understand the key concepts of Choose My Plate for Kids.
- Create a class graph by food group using Kidspiration and using the Food Guide Choose My Plate
- Examine the school cafeteria menu and organize it into a food group chart or graph using the Choose My Plate for Kids as a guide.

Learning Resources

Websites:

- <http://kidshealth.org/kid/htbw/>
- <http://www.inspiration.com/kidspiration>
- <http://nutritionforkids.com/>
- <http://www.superkidsnutrition.com/>
- <http://www.choosemyplate.gov/>
- Pd360
- You tube

- *KidBiz*

Video:

- <http://www.youtube.com/watch?v=bNpTPX5gyIQ> (*The Nutrition Song*)
- <http://www.brainpop.com/health/nutrition/nutrition/>

Books:

- *How to Teach Nutrition to Kids [Book]* by Connie Liakos Evers
- *Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library)* by Tish Rabe and Aristides Ruiz
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* by Edward Miller
- *The Berenstain Bears and Too Much Junk Food* by Stan Berenstain and Jan Berenstain

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, magazines, computer, various foods, food product labels

Unit 4

Unit Plan

Grade: K

Subject Area: Comprehensive Health

Unit: 4 Social & Emotional Health

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.E.1: Identify basic social and emotional needs of all people.

2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Enduring Understandings:

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

Essential Questions:

- *How can you learn to like yourself and others?*
- *What are basic needs?*

Learners will know:

- Expressing one's feeling is essential to good health.
- How to identify /express various wants, needs, and emotions.
- Who to talk to when feeling down.

Learners will be able to:

- Identify basic and emotional needs of all living things.
- Identify adults to speak with if feeling upset.
- Identify various types of feelings and what they mean

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)

- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play various situations

Social Skills:

- Charades
- Class garden/pet
- The name game
Have kids sit in a circle and give one kid a ball. Then ask him to name another child in the circle and roll the ball to that child. The recipient then takes his turn naming a child and rolling the ball--and so on.
- Follow the leader
Have kids line up behind a leader and follow him through an obstacle course. Kids must stay in line, and take turns as they pass through each section of the course.
- Make the statue laugh
Kids freeze like statues, then one child--who is it must try to get them to break character and laugh. The first one to laugh becomes it for the next round.

Emotional Skills:

- Quiz Games
- Team Sports
- Silence
Students must arrange themselves according to specific instructions without using verbal communication. For instance, you can challenge your students to arrange themselves from oldest to youngest. Children playing this game must rely on non-verbal communication as well as information they already have regarding the different qualities of their classmates. This activity should be conducted without a hard deadline so that students will not feel pressured.
- Group Storytelling

Learning Resources

Websites:

- Pd360
- You tube
- <http://www.youtube.com/watch?v=MkCQ8ZtDQzE>

Books:

- *How Full Is Your Bucket? For Kids* ~ Tom Rath
- [*Have You Filled a Bucket Today?*](#) ~ Carol McCloud
- [*Be Happy!: A Little Book for a Happy You*](#) ~ Monica Sheehan

Program:

- www.kimochis.com

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 5

Unit Plan

Grade: K
Unit: 5 Communication, Decision Making,
& Character Education

Subject Area: Comprehensive Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.2.2.A 1.** Express needs, wants, and feelings in health- and safety-related situations.
2.2.2.B.1. Explain what a decision is and why it is advantageous to think before acting.
2.2.2.B.2. Relate decision-making by self and others to one's health.
2.2.2.B.3. Determine ways parents, peers, technology, culture, and the media influence health decisions.
2.2.2.C.1. Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
2.2.2.D.1. Determine the benefits for oneself and others of participating in a class or school service activity.

Enduring Understandings:

- *Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.*
- *Decision-making can be affected by a variety of influences that may not be in a person's best interest.*

Essential Questions:

- *How can you express needs, wants, and feelings?*
- *What is a decision?*
- *What is character?*

Learners will know:

- How to express needs, wants, and feelings in health- and safety-related situations.
- Explain what a decision is and why it is advantageous to think before acting.
- How to relate decision-making by self and others to one's health.
- Parents, peers, technology, culture, and the media influence health decisions.
- The meaning of character and how it is reflected in the thoughts, feelings, and

Learners will be able to:

- How to express needs, wants, and feelings
- What a decision is
- Explain how some decisions affect their or other's health
- Define character
- Understand that outside factors influence health

actions of oneself and others.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a Superhero: Children can create their own hero based on the six pillars of good character (trustworthiness, responsibility, responsibility, fairness, caring and citizenship)
- Class read aloud

Learning Resources

Websites:

- *Pd360*
- *You tube*

- <http://webtech.kennesaw.edu/jcheek3/chared.htm>

Books:

- *How Full Is Your Bucket? For Kids* ~ Tom Rath
- [Have You Filled a Bucket Today?](#) ~ Carol McCloud
- [Be Happy!: A Little Book for a Happy You](#) ~ Monica Sheehan
- [Monster Manners](#) by Bethany Roberts

Program:

- www.kimochis.com

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 6

Unit Plan

Grade: K
Unit: 6 Disease & Health Conditions

Subject Area: Comprehensive Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.1.2.C.1:** Summarize symptoms of common diseases and health conditions.
- 2.1.2.C.2:** Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.1.2.C.3:** Determine how personal feelings can affect one's wellness.
- 2.2.2.E.1.** Determine where to access home, school, and community health professionals.

Enduring Understandings:

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday life.*
- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.*

Essential Questions:

- How do germs spread?*
- When is a good time to wash your hands?*
- How long should you wash your hands?*
- Who would I go see if I wasn't feeling well?*

Learners will know:

- How germs spread
- Germs can make you sick, but you can get rid of them by properly washing your hands.
- How long to wash your hands
- Where to access health professionals within the home, school, and community

Learners will be able to:

- Explain how germs spread
- Explain that germs can make you sick
- Explain how to get rid of germs
- Explain how to and for how long you should wash your hands
- Who to ask for help if you are not feeling well in the home, school, and community

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day

- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create visual for how to properly wash your hands
- Create a superhero germ fighter
- Have the nurse come to class as a guest speaker about germ fighting
- Class read aloud

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://www.youtube.com/watch?v=C4pAjf3PsUY>

Books:

- *Germs! Germs! Germs! By, Bobbi Katz*
- *Oh the Things You Can Do That Are Good for You! By, Tish Rabe*
- *Germs Make Me Sick! By, Melvin Berger*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books*

listed above

Unit 7

Unit Plan

Grade: K
Unit: 7 Medicine, Drugs, & Addiction

Subject Area: Comprehensive Health
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.3.2.A.1. Explain what medicines are and when some types of medicines are used.
- 2.3.2.A.2. Explain why medicines should be administered as directed.
- 2.3.2.B.1. Identify ways that drugs can be abused.
- 2.3.2.B.2. Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.B.3. Explain why tobacco smoke is harmful to nonsmokers.
- 2.3.2.B.4. Identify products that contain alcohol.
- 2.3.2.B.5. List substances that should never be inhaled and explain why.
- 2.3.2.C.1. Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.C.2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Enduring Understandings:

- *Medicine must be used correctly in order to be safe and have the maximum benefit.*
- *Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.*
- *There are common indicators, stages and influencing factors of chemical dependency.*

Essential Questions:

- *What are medicines and how are they used?*
- *Why should medicines be administered as directed?*
- *How can drugs be abused?*

Learners will know:

- What medicines are and when some types of medicines are used
- Why medicines should be administered as directed
- Ways that drugs can be abused

Learners will be able to:

- Define medicines and explain when some types of medicines are used
- Explain why medicines should be administered as directed
- List ways that drugs can be abused

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a graphic organizer with your team explaining the step by step process of how medicine be administered as directed.
- In small groups students examine empty containers and classify them as “healthful” or “harmful.”
- Create an anti-drug poster

Learning Resources

Websites:

- *Pd360*
- *You tube*
- *KidBiz*
- <http://www.drpbody.com/drugs.html>
- <http://www.dare.com/home/default.asp>

- <http://facs.pppst.com/drugs.html>
- http://free.ed.gov/subjects.cfm?subject_id=61&res_feature_request=1

Books:

- *Daddy Doesn't Have to Be a Giant Anymore* by Thomas Jane Resh
- *Kids' Power Too: Words To Grow By* by Cathey Brown, Betty LaPorte and Jerry Moe
- *My Dad Loves Me, My Dad has a Disease* by Claudia Black

Program:

- D.A.R.E. America

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above

Unit 8

Unit Plan

Grade: K
Unit: 8 Human Sexuality & Relationships

Subject Area: Comprehensive Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.4.2.A.1. Compare and contrast different kinds of families locally and globally.
- 2.4.2.A.2. Distinguish the roles and responsibilities of different family members.
- 2.4.2.A.3. Determine the factors that contribute to healthy relationships.
- 2.4.2.B.1. Compare and contrast the physical differences and similarities of the genders.
- 2.4.2.C.1. Explain the factors that contribute to a mother having a healthy baby.

Enduring Understandings:

- *Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.*
- *Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships.*
- *Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.*

Essential Questions:

- *What are some examples of different kinds of families locally and globally?*
- *What are some different roles and responsibilities that different family members might have?*
- *What are factors that contribute to healthy relationships?*
- *What are examples of physical differences and similarities of the genders?*
- *What are factors that contribute to a mother having a healthy baby?*

Learners will know:

- That there are different kinds of families locally and globally.
- Different family members have different roles and responsibilities.
- The factors that contribute to healthy

Learners will be able to:

- Compare and contrast different kinds of families locally and globally.
- Distinguish the roles and responsibilities of different family members.
- Determine the factors that contribute to

relationships.

- There are physical differences and similarities of the genders.
- The factors that contribute to a mother having a healthy baby.

healthy relationships.

- Compare and contrast the physical differences and similarities of the genders.
- Explain the factors that contribute to a mother having a healthy baby.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Read the following books and view the pictures that comprise the "Around the World Series" by Ann Morris: Bread, Bread, Bread focuses on how people eat; Houses and

Homes focuses on how people live; and Families focuses on various family configurations. Then, create a graphic organizer that summarizes the similarities and differences between your family and those in the books and share with the class.

Locate the countries represented in the books on large maps.

- As a class, make a “class tree” with all of the students in the class. List responsibilities of each student.
- Sitting in a circle, shake everyone’s hand offering a smile, pleasant greeting.
- Show a flower growing, and compare the similarities between a flower and friendship.
- Draw a picture, “How We Are All Alike and How We Are All Different,” in their journals.
- Draw or bring in a picture of a time that you spent with your mom or dad. Share with the class.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- *KidBiz*
- <http://www2.scholastic.com/browse/article.jsp?id=3121> (resources for teachers)

Books:

- *Around the World Series” by Ann Morris*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above*

Unit 1

Unit Plan

Grade: K

Unit: 1 Fundamental Movement

Subject Area: Physical Education

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.4. Correct movement errors in response to feedback.

2.5.2.B.3. Determine how attitude impacts physical performance.

2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

2.6.2.A.1. Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Enduring Understandings:

Understanding movement concepts, such as spatial awareness, helps improve performance and supports wellness.

Essential Questions:

- *How can moving around help me be healthy?*
- *How can I make movement more fun?*
- *How can my movements affect someone else?*

Learners will know:

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
- Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping.
- Safety rules to use in an active environment
- The importance of being active daily

Learners will be able to:

- Learners will be able to use spatial awareness skills, listening skills, and safety awareness skills while participating in both individual and group games and activities.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Games such as: Simon Says, Red Light, Green Light, Space City, Scooter Pathways, The Rainbow Game, and Rod, Penny, and Lightning: The Straight Story

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Movement skills to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement
- Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games
- Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs
- Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop
(activities) animal walk, relay races, walking for fitness club, jumping jacks
- Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn
(activities) yoga, tai chi, stretching, warm ups

Learning Resources

Websites:

- www.pecentral.com

- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360
- You tube

Video:

- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*

Equipment:

- *Hula hoops, bean bags, cones, Frisbee, yoga mats, pinnies, individual rugs/mats, chairs*

Other Materials:

- *Stop watches*
- *notebooks*

Unit 2

Unit Plan

Grade: K

Unit: 2 Low Organized Games & Activities

Subject Area: Physical Education

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.4. Correct movement errors in response to feedback.

2.5.2.B.3. Determine how attitude impacts physical performance.

2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Enduring Understandings:

Understanding health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Essential Questions:

- *How can moving around help me be healthy?*
- *How can I make movement more fun?*
- *What are rules I should follow when playing games in class?*
- *Why is it important to cooperate with other students when playing games in class?*

Learners will know:

- Basic play skills such as following commands, touching lightly during tag games, and simple catching and throwing games.
- Safety rules to use in an active environment
- The importance of being active daily

Learners will be able to:

- Use listening skills and safety awareness skills while participating in both individual and group games and activities.
- Maintain their own personal space during activities.
- Follow rules when playing games and activities during class.
- State the importance of cooperating with others during games and play.

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Tagging Games** such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies,
- **Parachute Games** such as: Parachute Washing Machine, Parachute Trip

(All Change): Teacher calls out birthday months, numbers, or colors. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard.

(Cat and Mouse): Everyone holds the chute stretched out at about waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down.

(Rollerball): Everyone holds the chute taut. Place a football near the edge. Try to make the ball roll around the edge of the chute. To do this, someone starts the ball rolling. As it comes towards you, you lower the edge you are holding, and as it goes pass you raise your edge.

(Mushroom): On the count of three children raise their arms, lifting the chute over their heads, pulling the

chute behind them sitting down with their bottoms on the edge of the chute.

(Popcorn): Place a number of beanbags on the chute. Children shake the chute to make them rise like popcorn.

- **Scooter Games** such as: Scooter-mania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships
- **Listening Skills and Safety Awareness:** Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs
- **Beanbag Games**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.woodlands-junior.kent.sch.uk/parachute.html>
- Pd360

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Equipment:

- *Parachute, beanbags, scooters, cones, yoga mats or small area rugs, bouncy balls*

Other Materials:

- *notebooks*

Unit 3

Unit Plan

Grade: K

Unit: 3 Rhythmic Activities & Dance

Subject Area: Physical Education

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3. Respond in movement to changes in tempo, beat, rhythm, or musical style.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *What are different ways you can move to different rhythms?*

Learners will know:

- To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style

Learners will be able to:

- Demonstrate change in movement when there is a change in either tempo, beat, rhythm, or musical style

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Movements to the Hockey-Pokey or the Chicken Dance

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Basic Rhythm Movements:** hand clapping, lummi sticks, balls, tapping
- **Chants & Action Songs**
- **Singing Games**
- **Expressive & Creative Rhythms** (fast/slow, high/low)
- **Zumba** for Kids

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *Denise Austin's Fit Kids*
- *6 Fit Kids' Fitness Workouts for Children*

- *Kidz Bop: Dance Moves*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *The Hockey-Pokey*
- *The Chicken Dance*
- *Kids in Motion by, Greg & Steve*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, hand clapping, lummi sticks, balls, tapping*

Unit 4

Unit Plan

Grade: K
Unit: 4 Ball Handling

Subject Area: Physical Education
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.4. Correct movement errors in response to feedback.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *What are different ways we can use a ball in physical activity?*

Learners will know:

- Ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball

Learners will be able to:

- Demonstrate ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Various games using ball handling skills

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)

- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Kicking:** stationary and moving ball
- **Catching:** self-thrown and tossed ball
- **Throwing:** overhand, underhand, and at a target
- **Striking stationary objects**
- **Bouncing:** one hand, two hand, stationary, with a partner, and by themselves
- **Rolling**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/slate4.aspx>
- Pd360
- You tube

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, variety of balls*

Unit 5

Unit Plan

Grade: K

Subject Area: Physical Education

Unit: 5 Individual and Dual Activities

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.4. Correct movement errors in response to feedback.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *How can moving around help me be healthy?*
- *How can I make movement more fun?*

Learners will know:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Learners will be able to:

- Participate in activities using various manipulatives and motor skills patterns.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Various Games and Activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)

- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Obstacle Course**
- **Jumping:** rope, lines, half and full swing
- **Scooter Games**
- **Hoop Games**
- **Bean bag Games**
- **Mimetics**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/slate4.aspx>
- Pd360
- You tube

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, variety of balls, scooters, bean bags, deck rings, ropes*

LONG BRANCH PUBLIC SCHOOLS



Comprehensive Health & Physical Education Curriculum Guide 1st Grade

2012-2013
LONG BRANCH PUBLIC SCHOOLS
Long Branch, New Jersey

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Table of Contents

	<u>Page</u>
Introduction	5

Units of Study

Unit 1 Comprehensive Health	11
Unit 2 Comprehensive Health	15
Unit 3 Comprehensive Health	19
Unit 4 Comprehensive Health	23
Unit 5 Comprehensive Health	27
Unit 6 Comprehensive Health	31
Unit 7 Comprehensive Health	35
Unit 8 Comprehensive Health	39
Unit 1 Physical Education	43
Unit 2 Physical Education	48
Unit 3 Physical Education	52
Unit 4 Physical Education	56
Unit 5 Physical Education	60
Unit 6 Physical Education	64

Course Introduction

Comprehensive Health & Physical Education focus on preparing the students to lead an active and productive lifestyle. Physical education is an essential and integral part of the total education program. Quality physical education programs promote the physical growth and development of all students contributing to their general health and wellness.

The goals of this program are to:

- Develop motor skills that allow for safe, successful and satisfying participation in physical activities.
- Develop the whole child by promoting good character through providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Reinforce knowledge learned in other subject areas such as science, math and social studies.
- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources.
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Help children become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences.
- Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Assessments

Students will be assessed formally and informally throughout their experiences in health and physical education. Assessments will vary according to the grade-level standards. For grading purposes, the physical education department will utilize the standards-based report

card (K-5) or the universal grading system (6-12) that the school district has implemented.

New Jersey Legislative Statutes Summary

• **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**

Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

• **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

• **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**

Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

• **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

• **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the

curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

• **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

• **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

• **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education

and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

• **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

• **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

- o Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.

- o Fully address myths and misunderstandings regarding organ and tissue donation.

- o Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.

- o Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

• **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program.

Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

• **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

MONTHLY THEMES:

Physical Education Unit

First Grade

September	Fundamental Movement
October	Fundamental Movement
November	Low Organized Games & Activities
December	Low Organized Games & Activities
January	Rhythmic Activities & Dance
February	Gymnastics & Developmental Activities

March	Ball Handling
April	Ball Handling
May	Individual & Dual Activities
June	Individual & Dual Activities

Comprehensive Health Unit

First Grade

September	Personal Growth & Development
October	Social & Emotional Health
November	Communication, Decision Making, & Character Education
December	Medicines, Drugs, & Addiction
January	Medicines, Drugs, & Addiction
February	Nutrition
March	Nutrition
April	Human Sexuality & Relationships
May	Disease & Health Conditions
June	Safety

Unit 1

Unit Plan

Grade: 1
Unit: 1 Safety

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.2.D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.

2.1.2.D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.

Enduring Understandings:

- *Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.*
- *Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.*

Essential Questions:

- *What is the difference between healthy and unhealthy risks?*
- *Who is a stranger? What is violence?*
- *What is considered an unsafe touch? Why?*
- *What are situations that put you at risk or make you unsafe?*
- *What are some ways to get out of a situation you feel uncomfortable in?*

Learners will know:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- The correct way to care for a nosebleed, scratches, and insect bites
- Proper first aid procedures, including calling 911, along with reciting their personal information I needed

Learners will be able to:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- Model how to take care of a nosebleed, scratch, insect bite and other common injuries.
- Explain first aid procedures including getting help and calling 911
- Recite personal information such as address and phone numbers
- List bus and school safety rules

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Recitation of personal information
- Role play to care for injured individual

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play stranger situations
- Create play/presentation video telling other students what to do in unsafe situations
- Draw warning signs and explain what they mean to the class
- Model how to take care of a nosebleed, scratch, insect bite and other common injuries.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need>
- <http://www.teachersfirst.com/spectopics/firepreventionandsafety.cfm>

- <http://www.sparky.org/>

Books:

- *Dragons for Tea: Fire Safety for Kids (and Dragons)* by Jean Pendziwol, Martine Gourbault
- *Stop, Drop, and Roll: A Jessica Worries Book: Fire Safety* by Margery Cuyler

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 2

Unit Plan

Grade: 1
Unit: 2 Personal Growth

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
2.1.2.E.3: Explain healthy ways of coping with common stressful situations experienced by children.

Enduring Understandings:

An individual's health at different stages of life depends on heredity, environmental factors, and lifestyle choices.

Essential Questions:

- *Why do self-care practices make you healthy?*

Learners will know:

- Demonstrate techniques of good personal hygiene that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.
- To identify major body parts and explain how they work together to support wellness within the body.
- Healthy methods of coping with stress such as breathing, meditation, yoga, and tai chi

Learners will be able to:

- Demonstrate techniques of good personal hygiene and care in order to prevent the catching and spreading of disease.
- List qualities and traits that associate with feeling good and how to control and include them in one's life.
- List ways to deal with stress.
- Identify all major body parts

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Team display of body parts

- Personal hygiene T-Chart

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Explore methods of coping with stress such as: breathing techniques, walking meditation, yoga, tai chi
- Create a class T-Chart of good and bad personal hygiene techniques
- Trace a student's body on paper and label or draw the major body parts. (small groups)

Learning Resources

Websites:

- <http://kidshealth.org/kid/htbw/>
- <http://science.pppst.com/humanbody/bodyparts.html>
- http://www.dailymotion.com/video/xmh04w_personal-hygiene-for-kids-hygiene-basics-for-kids-hygiene-lesson-plan-science-kids-kids-games_videogames
- Pd360
- You tube

Video:

- *YogaKids: Educating The Whole Child Through Yoga* by Marsha Wenig and Susan Andrews (Oct 1, 2003)
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al.* (Oct 1, 2008)

Music:

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*
- *Body Parts by, Bev Schumacher*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper*

Unit 3

Unit Plan

Grade: 1
Unit: 3 Nutrition

Subject Area: Health
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.1.2.B.1: Explain why some foods are healthier to eat than others.
- 2.1.2.B.2: Explain how foods in the food pyramid differ in nutritional content and value.
- 2.1.2.B.3: Summarize information about food found on product labels.

Enduring Understandings:

- *Making healthy eating choices is an important part of achieving and sustaining wellness.*
- *Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.*

Essential Questions:

- Why are some foods healthier than others?
- What are the five main food groups?
- What are some foods you would find at each of the main meals (breakfast, lunch, dinner)?

Learners will know:

- The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits.
- Healthy vs. unhealthy choices of each group.
- Fast foods are unhealthy.

Learners will be able to:

- Explain why fast foods are unhealthy
- Sort foods according to food groups and food sources.
- List foods found at each of the main meals and explain why they are an important part of each meal

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Prepared healthy snack

- Display of balanced meal

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity
- Display cut out foods on a plate from magazines and create a balanced meal

Suggested Activities:

- Prepare a healthy snack
- Play the interactive computer game “Blast Off!” to better understand the key concepts of Choose My Plate for Kids.
- Create a class graph by food group using Kidspiration and using the Choose My Plate Food Guide
- Examine the school cafeteria menu and organize it into a food group chart or graph using the Choose My Plate for Kids as a guide.
- List and sort the foods consumed over a two- day period. Place them into the appropriate Choose My Plate category.

Learning Resources

Websites:

- <http://kidshealth.org/kid/htbw/>
- <http://www.inspiration.com/kidspiration>
- <http://nutritionforkids.com/>
- <http://www.superkidsnutrition.com/>
- <http://www.choosemyplate.gov/>

- Pd360
- You tube
- KidBiz

Video:

- <http://www.youtube.com/watch?v=bNpTPX5gyIQ> (The Nutrition Song)
- <http://www.brainpop.com/health/nutrition/nutrition/>

Books:

- *How to Teach Nutrition to Kids [Book]* by Connie Liakos Evers
- *Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library)* by Tish Rabe and Aristides Ruiz
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* by Edward Miller
- *The Berenstain Bears and Too Much Junk Food* by Stan Berenstain and Jan Berenstain

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, magazines, computer, various foods, food product labels

Unit 4

Unit Plan

Grade: 1
Unit: 4 Social & Emotional Health

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.E.1: Identify basic social and emotional needs of all people.

2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

Enduring Understandings:

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

Essential Questions:

- *How can you learn to like yourself and others?*
- *What is fear?*
- *How can we cope with being angry?*

Learners will know:

- Expressing one's feeling is essential to good health.
- How to identify /express various wants, needs, and emotions.
- Who to talk to when feeling down.
- What fear looks and feels like
- That all humans have the emotion anger and that we can turn it into something positive

Learners will be able to:

- Identify basic and emotional needs of all living things.
- Identify adults to speak with if feeling upset.
- Identify fear
- Identify ways to cope with anger

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal

- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play various situations

Social Skills:

- Charades
- Class garden/pet

- Follow the leader

Have kids line up behind a leader and follow him through an obstacle course. Kids must stay in line, and take turns as they pass through each section of the course.

- Make the statue laugh

Kids freeze like statues, then one child--who is it must try to get them to break character and laugh. The first one to laugh becomes it for the next round.

Emotional Skills:

- Quiz Games
- Team Sports
- Group Storytelling

Learning Resources

Websites:

- Pd360
- You tube
- <http://www.youtube.com/watch?v=MkCQ8ZtDQzE>

Books:

- *How Full Is Your Bucket? For Kids* ~ Tom Rath
- [*Have You Filled a Bucket Today?*](#) ~ Carol McCloud
- [*Be Happy!: A Little Book for a Happy You*](#) ~ Monica Sheehan

Program:

- www.kimochis.com

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 5

Unit Plan

Grade: 1

Subject Area: Health

Unit: 5 Communication, Decision Making, & Character Education **Anticipated time frame:** 4 weeks

Desired Outcomes

Standards addressed:

2.2.2.A 1. Express needs, wants, and feelings in health- and safety-related situations.

2.2.2.B.1. Explain what a decision is and why it is advantageous to think before acting.

2.2.2.B.2. Relate decision-making by self and others to one's health.

2.2.2.B.3. Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.2.2.C.1. Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

2.2.2.D.1. Determine the benefits for oneself and others of participating in a class or school service activity.

Enduring Understandings:

- *Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.*
- *Decision-making can be affected by a variety of influences that may not be in a person's best interest.*

Essential Questions:

- *How can you express needs, wants, and feelings?*
- *What is a decision?*
- *What is character?*
- *What is a service activity?*
- *Why is it good to participate in a class service activity?*

Learners will know:

- How to express needs, wants, and feelings in health- and safety-related situations.
- Explain what a decision is and why it is advantageous to think before acting.
- How to relate decision-making by self and others to one's health.
- Parents, peers, technology, culture, and the media influence health decisions.
- The meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

Learners will be able to:

- How to express needs, wants, and feelings
- What a decision is
- Explain how some decisions affect their or other's health
- Define character
- Understand that outside factors influence health
- Determine the benefits for oneself and others of participating in a class or school service activity.

- That there are benefits for oneself and others of participating in a class or school service activity.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a Superhero: Children can create their own hero based on the six pillars of good character (trustworthiness, responsibility, responsibility, fairness, caring and citizenship)
- Class read aloud
- Work as a group to collect canned goods for a class activity. Students will discuss how they feel.
- Create an “I Am Special” poster. Invite partners to trace each other on butcher paper. Have each student draw the partner’s face and decorate the clothes. Have all students

write positive characteristics about their classmates on their poster.

- In small groups, respond and role-play to teacher-created scenarios that require them to seek help when sick, scared, sad, lonely, or bullied. Rotate the scenarios allowing each group to respond/react to the situation.

Learning Resources

Websites:

- Pd360
- You tube
- <http://webtech.kennesaw.edu/jcheek3/chared.htm>

Books:

- *How Full Is Your Bucket? For Kids* ~ Tom Rath
- [Have You Filled a Bucket Today?](#) ~ Carol McCloud
- [Be Happy!: A Little Book for a Happy You](#) ~ Monica Sheehan
- [Monster Manners](#) by Bethany Roberts

Program:

- www.kimochis.com

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 6

Unit Plan

Grade: 1
Unit: 6 Disease & Health Conditions

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.1.2.C.1:** Summarize symptoms of common diseases and health conditions.
- 2.1.2.C.2:** Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.1.2.C.3:** Determine how personal feelings can affect one's wellness.
- 2.2.2.E.1.** Determine where to access home, school, and community health professionals.

Enduring Understandings:

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday life.*
- Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.*

Essential Questions:

- How do germs spread? Why do we need to know this?*
- When is a good time to wash your hands?*
- How can you get rabies?*

Learners will know:

- How germs spread
- Germs can make you sick, but you can get rid of them by properly washing your hands.
- How long to wash your hands
- Where to access health professionals within the home, school, and community
- What rabies is and how you can get it

Learners will be able to:

- Explain how germs spread
- Explain that germs can make you sick
- Explain how to get rid of germs
- Explain how to and for how long you should wash your hands
- Who to ask for help if you are not feeling well in the home, school, and community
- Explain what rabies is and how you can get it

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create visual for how to properly wash your hands
- Create a superhero germ fighter
- Have the nurse come to class as a guest speaker about germ fighting
- Class read aloud

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://www.youtube.com/watch?v=C4pAjf3PsUY>

Books:

- *Germs! Germs! Germs! By, Bobbi Katz*
- *Oh the Things You Can Do That Are Good for You! By, Tish Rabe*

- *Germs Make Me Sick! By, Melvin Berger*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above*

Unit 7

Unit Plan

Grade: 1

Unit: 7 Medicine, Drugs, & Addiction

Subject Area: Health

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.3.2.A.1. Explain what medicines are and when some types of medicines are used.

2.3.2.A.2. Explain why medicines should be administered as directed.

2.3.2.B.1. Identify ways that drugs can be abused.

2.3.2.B.2. Explain effects of tobacco use on personal hygiene, health, and safety.

2.3.2.B.3. Explain why tobacco smoke is harmful to nonsmokers.

2.3.2.B.4. Identify products that contain alcohol.

2.3.2.B.5. List substances that should never be inhaled and explain why.

2.3.2.C.1. Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2.C.2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Enduring Understandings:

- *Medicine must be used correctly in order to be safe and have the maximum benefit.*
- *Research has clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.*
- *There are common indicators, stages and influencing factors of chemical dependency.*

Essential Questions:

- *Why should medicines be administered as directed?*
- *How can drugs be abused?*
- *Why is tobacco smoke harmful to nonsmokers? What impact does this have on home and social situations?*

Learners will know:

- What medicines are and when some types of medicines are used
- Why medicines should be administered as directed.
- Ways that drugs can be abused.
- The effects of tobacco use on personal hygiene, health, and safety.
- Why tobacco smoke is harmful to nonsmokers.

Learners will be able to:

- Define medicines and explain when some types of medicines are used
- Explain why medicines should be administered as directed.
- List ways that drugs can be abused.
- Explain effects of tobacco use on personal hygiene, health, and safety.
- Explain why tobacco smoke is harmful to nonsmokers.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a graphic organizer with your team explaining the step by step process of how medicine be administered as directed.
- Create a visual showing the effects of tobacco use on personal hygiene, health, and safety
- In small groups students examine empty containers and classify them as “healthful” or “harmful.”
- Create an anti-drugs poster
- Draw the “No Smoking” symbol and explain why you should not smoke in the student wellness journal

- Hand out a tobacco ad and working in small groups, answer teacher-generated questions in relation to the tobacco ad.

Learning Resources

Websites:

- Pd360
- You tube
- KidBiz
- <http://www.drpbody.com/drugs.html>
- <http://www.dare.com/home/default.asp>
- <http://facs.pppst.com/drugs.html>
- http://free.ed.gov/subjects.cfm?subject_id=61&res_feature_request=1

Books:

- *Daddy Doesn't Have to Be a Giant Anymore* by Thomas Jane Resh
- *Kids' Power Too: Words To Grow By* by Cathey Brown, Betty LaPorte and Jerry Moe
- *My Dad Loves Me, My Dad has a Disease* by Claudia Black

Program:

- D.A.R.E. America

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above

Unit 8

Unit Plan

Grade: 1

Unit: 8 Human Sexuality & Relationships

Subject Area: Health

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.4.2.A.1. Compare and contrast different kinds of families locally and globally.

2.4.2.A.2. Distinguish the roles and responsibilities of different family members.

2.4.2.A.3. Determine the factors that contribute to healthy relationships.

2.4.2.B.1. Compare and contrast the physical differences and similarities of the genders.

2.4.2.C.1. Explain the factors that contribute to a mother having a healthy baby.

Enduring Understandings:

- *Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.*
- *Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships.*
- *Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.*

Essential Questions:

- *What are some examples of different kinds of families locally and globally?*
- *What are some different roles and responsibilities that different family members might have?*
- *What are factors that contribute to healthy relationships?*
- *What are factors that contribute to a mother having a healthy baby?*

Learners will know:

- That there are different kinds of families locally and globally.
- Different family members have different roles and responsibilities.
- The factors that contribute to healthy

Learners will be able to:

- Compare and contrast different kinds of families locally and globally.
- Distinguish the roles and responsibilities of different family members.
- Determine the factors that contribute to

relationships.

- There are physical differences and similarities of the genders.
- The factors that contribute to a mother having a healthy baby.

healthy relationships.

- Compare and contrast the physical differences and similarities of the genders.
- Explain the factors that contribute to a mother having a healthy baby.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Read the following books and view the pictures that comprise the "Around the World Series" by Ann Morris: Bread, Bread, Bread focuses on how people eat; Houses and

Homes focuses on how people live; and Families focuses on various family configurations. Then, create a graphic organizer that summarizes the similarities and differences between your family and those in the books and share with the class.

Locate the countries represented in the books on large maps.

- As a class, make a “class tree” with all of the students in the class. List responsibilities of each student.
- Sitting in a circle, shake everyone’s hand offering a smile, pleasant greeting, and a compliment.
- Show a flower growing, and compare the similarities between a flower and friendship. Have students brainstorm qualities they would like in a friend.
- Have class respond with a “thumbs-up” or “thumbs-down” to a series of gender statements posed by the teacher. For example: Women are too sensitive to be president, men don’t cry, women have babies, boys wear pants, girls wear pants, etc...
- Draw a story, “How We Are All Alike and What Makes Us Different,” in their journals.
- Create a timeline of their life with the help of a parent/guardian.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- *KidBiz*
- <http://www2.scholastic.com/browse/article.jsp?id=3121> (resources for teachers)

Books:

- *Around the World Series” by Ann Morris*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above*

Unit 1

Unit Plan

Grade: 1

Subject Area: Physical Education

Unit: 1 Fundamental Movement

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.4. Correct movement errors in response to feedback.
- 2.5.2.B.3. Determine how attitude impacts physical performance.
- 2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 2.6.2.A.1. Explain the role of regular physical activity in relation to personal health.
- 2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Enduring Understandings:

- *Understanding movement concepts, such as spatial awareness, helps improve performance and supports wellness.*
- *Understanding fitness concepts and skills and integrating them into everyday routines supports wellness.*

Essential Questions:

- *How can moving around help me be healthy?*
- *How can I make movement more fun?*
- *How can my movements affect someone else?*
- *What is good sportsmanship?*

Learners will know:

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
- Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping.
- Safety rules to use in an active environment
- The importance of being active daily
- What it means to demonstrate good sportsmanship.

Learners will be able to:

- Learners will be able to use spatial awareness skills, listening skills, and safety awareness skills while participating in both individual and group games and activities.
- Learners will be able to demonstrate the idea of directionality and laterality.
- Learners will be able to demonstrate good sportsmanship.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Games such as: Simon Says, Red Light, Green Light, Space City, Scooter Pathways, The Rainbow Game, and Rod, Penny, and Lightning: The Straight Story

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement skills** to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (**Programs**) the mileage club, the president’s challenge
- Spatial Awareness: using hoops, ropes, and balls, and/or play special awareness games, identify right and left on self and others, look for students to maintain proper spacing during activities
- Listening Skills and Safety Awareness: Simon Says, Red Light, Green Light (any stop and go

command activities), musical chairs, role playing, discuss safety situations

- Locomotor Skills: (movements) walk, run, sliding, jump, hop, skip, leap, gallop
(activities) animal walk, relay races, walking for fitness club, jumping jacks
- Non-Locomotor Skills: (movements) stretch, twist, bend, swing, pull, push, turn
(activities) yoga, tai chi, stretching, warm ups

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- www.fitnessgram.net/
- <https://www.presidentschallenge.org/>
- <http://www.fitnessfinders.net/>
- <http://www.fitnessfinders.net/Mileage-Club-s/3.htm>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan*

Andrews (Oct 1, 2003)

- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *The Hckey-Pokey*
- *The Chicken Dance*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*

Equipment:

- *Hula hoops, bean bags, cones, Frisbee, yoga mats, pinnies, individual rugs/mats, chairs*

Other Materials:

- *Stop watches*
- *notebooks*

Unit 2

Unit Plan

Grade: 1

Subject Area: Physical Education

Unit: 2 Low Organized Games & Activities

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.4. Correct movement errors in response to feedback.
- 2.5.2.B.3. Determine how attitude impacts physical performance.
- 2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Enduring Understandings:

- *Understanding health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*

Essential Questions:

- *How can moving around help me be healthy?*
- *What are rules I should follow when playing games in class?*
- *Why is it important to cooperate with other students when playing games in class?*

Learners will know:

- Basic play skills such as following commands, touching lightly during tag games, and simple catching and throwing games.
- The importance of listening, following directions, and safety rules to use in an active environment
- The importance of being active daily
- The importance of cooperating with others during activities.

Learners will be able to:

- Use listening skills and safety awareness skills while participating in both individual and group games and activities.
- Maintain their own personal space during activities.
- Follow rules when playing games and activities during class.
- State the importance of cooperating with others during games and play.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Tagging Games** such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc...
- **Parachute Games** such as: Parachute Washing Machine, Parachute Trip

(All Change): Teacher calls out birthday months, numbers, colors. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard.

(Cat and Mouse): Everyone holds the chute stretched out at about waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down.

(Rollerball): Everyone holds the chute taut. Place a football near the edge. Try to make the ball roll

around the edge of the chute. To do this, someone starts the ball rolling. As it comes towards you, you lower the edge you are holding, and as it goes past you raise your edge.

(Mushroom): On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute.

(Popcorn): Place a number of beanbags on the chute. Children shake the chute to make them rise like popcorn.

- **Scooter Games** such as: Scootermania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships
- **Listening Skills and Safety Awareness:** Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs
- **Beanbag Games**
- **Relay Games**
- **Hopscotch**
- **Base-running Games**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://niahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.woodlands-junior.kent.sch.uk/parachute.html> (parachute games)
- <http://www.ultimatecampresource.com/site/camp-activities/tag-games.page-1.html> (tag games)
- Pd360

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Equipment:

- Parachute, beanbags, scooters, cones, yoga mats or small area rugs, bouncy balls, bases, chalk

Other Materials:

- notebooks

Unit 3

Unit Plan

Grade: 1

Subject Area: Physical Education

Unit: 3 Rhythmic Activities & Dance

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3. Respond in movement to changes in tempo, beat, rhythm, or musical style.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *What are different ways you can move to different rhythms?*

Learners will know:

- To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style

Learners will be able to:

- Demonstrate change in movement when there is a change in either tempo, beat, rhythm, or musical style

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Movements to the Hockey-Pokey or the Chicken Dance

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Apparatus:** hoops, ribbons, limbo stick, parachute, drums, lummi sticks, balls
- **Chants, Simple Circle Line Songs, & Action Songs**
- **Singing Games**
- **Expressive & Creative Rhythms** (fast/slow, high/low)
- **Zumba** for Kids
- **Marching**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*

- *Denise Austin's Fit Kids*
- *6 Fit Kids' Fitness Workouts for Children*
- *Kidz Bop: Dance Moves*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *The Hockey-Pokey*
- *The Chicken Dance*
- *Kids in Motion by, Greg & Steve*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, hoops, ribbons, limbo stick, parachute, drums, lummi sticks, balls*

Unit 4

Unit Plan

Grade: 1

Subject Area: Physical Education

Unit: 4 Gymnastics and Developmental Activities

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.4. Correct movement errors in response to feedback.
- 2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 2.6.2.A.1. Explain the role of regular physical activity in relation to personal health.
- 2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Enduring Understandings:

Understanding body awareness, appreciating yours and others physical limitations, and having self-confidence aids the learner in beginning to develop muscular strength, flexibility, and endurance.

Essential Questions:

How can warming up before an activity help me?

What are important safety rules to listen to during gymnastics?

Learners will know:

- The importance of a proper warm up and cool down before and after physical activity
- Movement skills such as balancing, rolling, and rocking
- Safety rules to use in an active environment
- The importance of being active daily

Learners will be able to:

- Learners will be able to demonstrate warm up and cool down activities
- Learners will be able to demonstrate balancing, rocking, and rolling
- Learners will be able to state the importance of following rules during physical activity

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions

- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement Skills** to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), stretching
- **Warm-up/Cool Down Activities**
- **Locomotor Skills:** (movements) walk, run, sliding, jump, hop, skip, leap, gallop
(activities) animal walk, relay races, walking for fitness club, jumping jacks
- **Non-Locomotor Skills:** (movements) stretch, twist, bend, swing, pull, push, turn
(activities) yoga, tai chi, stretching, warm ups
- **Rolling:** forward and backwards
- **Balancing:** on various body parts, low beams, and lines
- **Rocking**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.fitnessfinders.net/>
- <http://fairviewpe.blogspot.com/>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*
- *Gymnastics for Children with Amy Eggleston*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*
- *The Gymnastics Book: The Young Performer's Guide to Gymnastics (Young Performer's Guide) by, Elfi Schlegel*

Equipment:

- *Hula hoops, bean bags, cones, Frisbee, yoga mats, individual rugs/mats, chairs, balance beams, incline mats, large floor mats*

Unit 5

Unit Plan

Grade: 1
Unit: 5 Ball Handling

Subject Area: Physical Education
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.5.2.A.1.** Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.2.A.2.** Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.4.** Correct movement errors in response to feedback.

Enduring Understandings:

- Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- What are different ways we can use a ball in physical activity?*

Learners will know:

- Ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball

Learners will be able to:

- Demonstrate ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Various games using ball handling skills

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Kicking:** stationary and moving ball, while running towards a stationary and moving ball, kicking toward various targets
- **Catching:** self-thrown and tossed ball, from a rebound, from a kick
- **Throwing:** overhand, underhand, and at a target, using various speeds, using weight transfer and stepping to throw
- **Striking stationary objects**
- **Bouncing:** one hand, two hand, stationary, with a partner, and by themselves
- **Rolling:** bowling, between cones
- **Tossing:** underhand, toward a target, to self, to partner
- **Participate in Low-Organized Games**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/slate4.aspx>
- *Pd360*

- *You tube*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, variety of balls*

Unit 6

Unit Plan

Grade: 1
Unit: 6 Individual and Dual Activities

Subject Area: Physical Education
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.5.2.A.1.** Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.2.A.2.** Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.4.** Correct movement errors in response to feedback.

Enduring Understandings:

- Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- How can moving around help me be healthy?*
- How can I make movement more fun?*

Learners will know:

- Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Learners will be able to:

- Participate in activities using various manipulatives and motor skills patterns.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Various Games and Activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Obstacle Course**
- **Jumping:** rope, lines, half and full swing
- **Scooter Games**
- **Hoop Games**
- **Bean bag Games**
- **Mimetics**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/slate4.aspx>
- *Pd360*
- *You tube*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, variety of balls, scooters, bean bags, deck rings, ropes*

LONG BRANCH PUBLIC SCHOOLS



Comprehensive Health & Physical Education Curriculum Guide 2nd Grade

2012-2013
LONG BRANCH PUBLIC SCHOOLS
Long Branch, New Jersey

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Table of Contents

	<u>Page</u>
Introduction	5

Units of Study

Unit 1 Comprehensive Health	11
Unit 2 Comprehensive Health	15
Unit 3 Comprehensive Health	19
Unit 4 Comprehensive Health	23
Unit 5 Comprehensive Health	27
Unit 6 Comprehensive Health	31
Unit 7 Comprehensive Health	35
Unit 8 Comprehensive Health	39
Unit 1 Physical Education	44
Unit 2 Physical Education	49
Unit 3 Physical Education	53
Unit 4 Physical Education	57
Unit 5 Physical Education	61
Unit 6 Physical Education	65

Course Introduction

Comprehensive Health & Physical Education focus on preparing the students to lead an active and productive lifestyle. Physical education is an essential and integral part of the total education program. Quality physical education programs promote the physical growth and development of all students contributing to their general health and wellness.

The goals of this program are to:

- Develop motor skills that allow for safe, successful and satisfying participation in physical activities.
- Develop the whole child by promoting good character through providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Reinforce knowledge learned in other subject areas such as science, math and social studies.
- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources.
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Help children become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences.
- Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Assessments

Students will be assessed formally and informally throughout their experiences in health and physical education. Assessments will vary according to the grade-level standards. For grading purposes, the physical education department will utilize the standards-based report

card (K-5) or the universal grading system (6-12) that the school district has implemented.

New Jersey Legislative Statutes Summary

• **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**

Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

• **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

• **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**

Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

• **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

• **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the

curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

• **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

• **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

• **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education

and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

• **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

• **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

o Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.

o Fully address myths and misunderstandings regarding organ and tissue donation.

o Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.

o Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

• **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program.

Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

• **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

MONTHLY THEMES:

Physical Education Unit

Second Grade

September	Fundamental Movement
October	Fundamental Movement
November	Low Organized Games & Activities
December	Low Organized Games & Activities
January	Rhythmic Activities & Dance
February	Gymnastics & Developmental Activities

March	Ball Handling
April	Ball Handling
May	Individual & Dual Activities
June	Individual & Dual Activities

Comprehensive Health Unit

Second Grade

September	Personal Growth & Development
October	Social & Emotional Health
November	Communication, Decision Making, & Character Education
December	Medicines, Drugs, & Addiction
January	Medicines, Drugs, & Addiction
February	Nutrition
March	Nutrition
April	Human Sexuality & Relationships
May	Disease & Health Conditions
June	Safety

Unit 1

Unit Plan

Grade: 2
Unit: 1 Safety

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.2.D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.

2.1.2.D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.

Enduring Understandings:

- *Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.*
- *Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.*

Essential Questions:

- *How can knowing prevention save your life?*
- *Why would people ignore safety precautions and rules?*

Learners will know:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- The importance of wearing safety equipment while riding both in a vehicle and on a bicycle or skateboard.

Learners will be able to:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- Model how to take care of a nosebleed, scratch, insect bite and other common injuries.
- Explain and/or demonstrate the proper way to cross the street
- Explain what we wear while riding in a car, and why we wear it
- Explain what we wear while riding a bicycle or skateboard and why we wear it

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Role play to care for injured individual

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Create a T-Chart or act out scenarios showing healthy and unhealthy risks
- Create play/presentation video telling other students what to do in unsafe situations
Model the proper way to cross the street, fasten a seatbelt, or wear a bicycle helmet
- Model how to take care of a nosebleed, scratch, insect bite and other common injuries.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need>
- <http://www.teachersfirst.com/spectopics/firepreventionandsafety.cfm>
- <http://www.sparky.org/>

Books:

- *Ride Right: Bicycle Safety*

- *Bicycle Safety by Lisa M Herrington*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper*

Unit 2

Unit Plan

Grade: 2

Subject Area: Health

Unit: 2 Personal Growth

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness.

2.1.2.A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

2.1.2.E.3: Explain healthy ways of coping with common stressful situations experienced by children.

Enduring Understandings:

- *An individual’s health at different stages of life depends on heredity, environmental factors, and lifestyle choices.*

Essential Questions:

- *What are good personal hygiene techniques that support wellness?*
- *What are healthy ways of dealing with stress?*

Learners will know:

- Demonstrate techniques of good personal hygiene that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.
- To identify major body parts and explain how they work together to support wellness within the body.
- Healthy methods of coping with stress such as breathing, meditation, yoga, and tai chi

Learners will be able to:

- Demonstrate techniques of good personal hygiene and care in order to prevent the catching and spreading of disease.
- Show qualities and traits that associate with feeling good and how to control and include them in one’s life.
- Demonstrate ways to deal with stress.
- Identify all major body parts and explain how they work together to support wellness within the body.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal

- Team display of body parts
- Personal hygiene T-Chart
- Demonstrate brushing/flossing teeth and washing hands

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Explore methods of coping with stress such as: breathing techniques, walking meditation, yoga, tai chi
- Create a class T-Chart of good and bad personal hygiene techniques
- Trace a student's body on paper and label or draw the major body parts. (small groups)
- Class/Team/Partner constructs a list of communicable and non-communicable diseases and tells how to care for and prevent them and discuss their care and prevention.
- Either dress doll with proper outfit for sports or weather, or use magazines to cut out clothing and figure

Learning Resources

Websites:

- <http://kidshealth.org/kid/htbw/>
- <http://science.pppst.com/humanbody/bodyparts.html>
- http://www.dailymotion.com/video/xmh04w_personal-hygiene-for-kids-hygiene-basics-for-kids-hygiene-lesson-plan-science-kids-kids-games_videogames

- Pd360
- You tube

Video:

- *YogaKids: Educating The Whole Child Through Yoga* by Marsha Wenig and Susan Andrews (Oct 1, 2003)
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al.* (Oct 1, 2008)

Books:

- *The ABCs of Yoga for Kids* by Teresa Power (Oct 1, 2009)
- *Mindful Movements: Ten Exercises for Well-Being* by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)
- *Body Parts* by, Bev Schumacher

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 3

Unit Plan

Grade: 2
Unit: 3 Nutrition

Subject Area: Health
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.1.2.B.1: Explain why some foods are healthier to eat than others.
- 2.1.2.B.2: Explain how foods in the food pyramid differ in nutritional content and value.
- 2.1.2.B.3: Summarize information about food found on product labels.

Enduring Understandings:

- *Making healthy eating choices is an important part of achieving and sustaining wellness.*
- *Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.*

Essential Questions:

- Why are some foods healthier than others?
- What can a nutrition label tell us about that food item and why is it important?
- How is a balanced meal important?

Learners will know:

- The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits.
- Healthy vs. unhealthy choices of each group.
- The types of information that can be found on product labels.

Learners will be able to:

- Explain why fast foods are unhealthy
- Sort foods according to food groups and food sources.
- Create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal
- Explain the types of information that can be found on product labels.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal

- Prepared healthy snack
- Display of balanced meal

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity
- Display cut out foods on a plate from magazines and create a balanced meal

Suggested Activities:

- Prepare a healthy snack
- Play the interactive computer game “Blast Off!” to better understand the key concepts of Choose My Plate for Kids.
- Create a class graph by food group using Kidspiration and using the Choose My Plate Guide
- Examine the school cafeteria menu and organize it into a food group chart or graph using the Choose My Plate for Kids as a guide.
- List and sort the foods consumed over a two- day period. Place them into the appropriate Choose My Plate category.

Learning Resources

Websites:

- <http://kidshealth.org/kid/htbw/>
- <http://www.inspiration.com/kidspiration>
- <http://nutritionforkids.com/>
- <http://www.superkidsnutrition.com/>

- <http://www.choosemyplate.gov/>

- Pd360
- You tube
- KidBiz

Video:

- <http://www.youtube.com/watch?v=bNpTPX5gylQ> (The Nutrition Song)
- <http://www.brainpop.com/health/nutrition/nutrition/>

Books:

- *How to Teach Nutrition to Kids [Book]* by Connie Liakos Evers
- *Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library)* by Tish Rabe and Aristides Ruiz
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* by Edward Miller
- *The Berenstain Bears and Too Much Junk Food* by Stan Berenstain and Jan Berenstain

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, magazines, computer, various foods, food product labels

Unit 4

Unit Plan

Grade: 2
Unit: 4 Social & Emotional Health

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.E.1: Identify basic social and emotional needs of all people.

2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.1.2.E.3: Explain healthy ways of coping with common stressful situations experienced by children.

Enduring Understandings:

- *Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.*
- *Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.*

Essential Questions:

- *How can we cope with being angry?*
- *Who gets stressed out?*
- *What causes stress?*
- *How can we deal with stress?*

Learners will know:

- That all humans have the emotion anger and that we can turn it into something positive
- Everyone gets stressed out in one way or another.
- How to identify what makes you stressed, how to realize you're getting stressed before it's too late, and ways of coping with it will make you less likely to get stressed out.
- Being healthy (exercise, proper nutrition and rest) can help you deal with stressful situation.

Learners will be able to:

- Identify common stressors
- Explain healthy ways of coping with common stressful situations experienced by children.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play various situations
- Charades
- Class garden/pet
- Group Storytelling
- Silent Ball
- Move to the Music
- Deep Breathing
- Moving Meditation
- Visual Imagery
- Paper Mosaics
- Journaling

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://www.youtube.com/watch?v=MkCO8ZtDQzE>
- <http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf>

Books:

- *How Full Is Your Bucket? For Kids* ~ Tom Rath
- [*Have You Filled a Bucket Today?*](#) ~ Carol McCloud
- [*Be Happy!: A Little Book for a Happy You*](#) ~ Monica Sheehan

Program:

- www.kimochis.com

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 5

Unit Plan

Grade: 2

Subject Area: Health

Unit: 5 Communication, Decision Making, & Character Education **Anticipated time frame:** 4 weeks

Desired Outcomes

Standards addressed:

2.2.2.A 1. Express needs, wants, and feelings in health- and safety-related situations.

2.2.2.B.1. Explain what a decision is and why it is advantageous to think before acting.

2.2.2.B.2. Relate decision-making by self and others to one's health.

2.2.2.B.3. Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.2.2.C.1. Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

2.2.2.D.1. Determine the benefits for oneself and others of participating in a class or school service activity.

Enduring Understandings:

- *Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.*
- *Decision-making can be affected by a variety of influences that may not be in a person's best interest.*

Essential Questions:

- *How can you express needs, wants, and feelings?*
- *What is a decision?*
- *Why should you think before acting?*
- *How do outside factors like parents and the TV. influence health?*
- *What is character and how can you tell someone's character?*
- *Why is it good to participate in a class service activity?*

Learners will know:

- How to express needs, wants, and feelings in health- and safety-related situations.
- Explain what a decision is and why it is advantageous to think before acting.
- How to relate decision-making by self and others to one's health.
- Parents, peers, technology, culture, and the media influence health decisions.
- The meaning of character and how it is

Learners will be able to:

- How to express needs, wants, and feelings
- What a decision is
- Explain how some decisions affect their or other's health
- Define character
- Understand that outside factors influence health
- Determine the benefits for oneself and others of participating in a class or school

reflected in the thoughts, feelings, and actions of oneself and others.

- That there are benefits for oneself and others of participating in a class or school service activity.

service activity.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a Superhero: Children can create their own hero based on the six pillars of good character (trustworthiness, responsibility, responsibility, fairness, caring and citizenship)
- Class read aloud
- Work as a group to collect canned goods for a class activity. Students will discuss how

they feel.

- Create an "I Am Special" poster. Invite partners to trace each other on butcher paper. Have each student draw the partner's face and decorate the clothes. Have all students write positive characteristics about their classmates on their poster.
- In small groups, respond and role-play to teacher-created scenarios that require them to seek help when sick, scared, sad, lonely or bullied. Rotate the scenarios allowing each group to respond/react to the situation.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://webtech.kennesaw.edu/jcheek3/chared.htm>

Books:

- *How Full Is Your Bucket? For Kids ~ Tom Rath*
- [*Have You Filled a Bucket Today?* ~ Carol McCloud](#)
- [*Be Happy!: A Little Book for a Happy You* ~ Monica Sheehan](#)
- [*Monster Manners* by Bethany Roberts](#)

Program:

- www.kimochis.com

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper*

Unit 6

Unit Plan

Grade: 2

Unit: 6 Disease & Health Conditions

Subject Area: Health

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.C.1: Summarize symptoms of common diseases and health conditions.

2.1.2.C.2: Summarize strategies to prevent the spread of common diseases and health conditions.

2.1.2.C.3: Determine how personal feelings can affect one's wellness.

2.2.2.E.1. Determine where to access home, school, and community health professionals.

Enduring Understandings:

- *Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday life.*
- *Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.*

Essential Questions:

- *How do germs spread?*
- *When is a good time to wash your hands?*
- *How long should you wash your hands?*
- *How can you get rabies?*
- *Why is it important to understand the difference between communicable and non-communicable diseases?*

Learners will know:

- How germs spread
- Germs can make you sick, but you can get rid of them by properly washing your hands.
- How long to wash your hands
- Where to access health professionals within the home, school, and community
- What rabies is and how you can get it
- The difference between communicable and non-communicable diseases.

Learners will be able to:

- Explain how germs spread
- Explain that germs can make you sick
- Explain how to get rid of germs
- Explain how to and for how long you should wash your hands
- Who to ask for help if you are not feeling well in the home, school, and community
- Explain the difference between communicable and non-communicable diseases

Assessment Evidence

- Teacher observation
- Student/Teacher Conference

- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create visual for how to properly wash your hands
- Create a superhero germ fighter
- Have the nurse come to class as a guest speaker about germ fighting
- Class read aloud
- In small groups, brainstorm a list of communicable and non-communicable diseases, then draw pictures illustrating symptoms and diseases
- Create a Venn diagram comparing and contrasting different diseases

Learning Resources

Websites:

- *Pd360*
- *You tube*

- <http://www.youtube.com/watch?v=C4pAjf3PsUY>

Books:

- *Germs! Germs! Germs! By, Bobbi Katz*
- *Oh the Things You Can Do That Are Good for You! By, Tish Rabe*
- *Germs Make Me Sick! By, Melvin Berger*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above*

Unit 7

Unit Plan

Grade: 2

Unit: 7 Medicine, Drugs, & Addiction

Subject Area: Health

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.3.2.A.1. Explain what medicines are and when some types of medicines are used.

2.3.2.A.2. Explain why medicines should be administered as directed.

2.3.2.B.1. Identify ways that drugs can be abused.

2.3.2.B.2. Explain effects of tobacco use on personal hygiene, health, and safety.

2.3.2.B.3. Explain why tobacco smoke is harmful to nonsmokers.

2.3.2.B.4. Identify products that contain alcohol.

2.3.2.B.5. List substances that should never be inhaled and explain why.

2.3.2.C.1. Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2.C.2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Enduring Understandings:

- *Medicine must be used correctly in order to be safe and have the maximum benefit.*
- *Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.*
- *There are common indicators, stages and influencing factors of chemical dependency.*

Essential Questions:

- *Why should medicines be administered as directed?*
- *How can drugs be abused?*
- *Why is tobacco smoke harmful to nonsmokers?*
- *What are some products that contain alcohol?*
- *What are substances that should never be inhaled and why?*
- *How can people who abuse alcohol, tobacco, and other drugs get help?*

Learners will know:

- What medicines are and when some types of medicines are used
- Why medicines should be administered as directed.
- Ways that drugs can be abused.
- The effects of tobacco use on personal hygiene, health, and safety.
- Why tobacco smoke is harmful to

Learners will be able to:

- Define medicines and explain when some types of medicines are used
- Explain why medicines should be administered as directed.
- List ways that drugs can be abused.
- Explain effects of tobacco use on personal hygiene, health, and safety.
- Explain why tobacco smoke is harmful to

nonsmokers.

- Products that contain alcohol.
- Substances that should never be inhaled and explain why.
- That people who abuse alcohol, tobacco, and other drugs can get help.

nonsmokers.

- List products that contain alcohol.
- List substances that should never be inhaled and explain why.
- Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a graphic organizer with your team explaining the step by step process of how medicine be administered as directed.

- Ways that drugs can be abused.
- Create a visual showing the effects of tobacco use on personal hygiene, health, and safety
- In small groups students examine empty containers and classify them as “healthful” or “harmful.”
- Using the computer, create a chart with the names and phone numbers of the community health helpers.
- Create an anti-drugs poster
- Draw the “No Smoking” symbol and explain why you should not smoke in the student wellness journal
- Hand out a tobacco ad and working in small groups, answer teacher-generated questions in relation to the tobacco ad.

Learning Resources

Websites:

- Pd360
- You tube
- KidBiz
- <http://www.drpbody.com/drugs.html>
- <http://www.dare.com/home/default.asp>
- <http://facs.pppst.com/drugs.html>
- http://free.ed.gov/subjects.cfm?subject_id=61&res_feature_request=1

Books:

- *Daddy Doesn't Have to Be a Giant Anymore* by Thomas Jane Resh
- *Kids' Power Too: Words To Grow By* by Cathey Brown, Betty LaPorte and Jerry Moe
- *My Dad Loves Me, My Dad has a Disease* by Claudia Black

Program:

- D.A.R.E. America

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above

Unit 8

Unit Plan

Grade: 2

Unit: 8 Human Sexuality & Relationships

Subject Area: Health

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.4.2.A.1. Compare and contrast different kinds of families locally and globally.
- 2.4.2.A.2. Distinguish the roles and responsibilities of different family members.
- 2.4.2.A.3. Determine the factors that contribute to healthy relationships.
- 2.4.2.B.1. Compare and contrast the physical differences and similarities of the genders.
- 2.4.2.C.1. Explain the factors that contribute to a mother having a healthy baby.

Enduring Understandings:

- *Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.*
- *Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships.*
- *Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.*

Essential Questions:

- *What are some examples of different kinds of families locally and globally?*
- *What are some different roles and responsibilities that different family members might have?*
- *What are factors that contribute to healthy relationships?*
- *What are factors that contribute to a mother having a healthy baby?*

Learners will know:

- That there are different kinds of families locally and globally.
- Different family members have different roles and responsibilities.
- The factors that contribute to healthy

Learners will be able to:

- Compare and contrast different kinds of families locally and globally.
- Distinguish the roles and responsibilities of different family members.
- Determine the factors that contribute to

relationships.

- There are physical differences and similarities of the genders.
- The factors that contribute to a mother having a healthy baby.

healthy relationships.

- Compare and contrast the physical differences and similarities of the genders.
- Explain the factors that contribute to a mother having a healthy baby.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Read the following books and view the pictures that comprise the "Around the World Series" by Ann Morris: Bread, Bread, Bread focuses on how people eat; Houses and

Homes focuses on how people live; and Families focuses on various family configurations. Then, create a graphic organizer that summarizes the similarities and differences between your family and those in the books and share with the class.

Locate the countries represented in the books on large maps.

- As a class, make a “class tree” with all of the students in the class. List responsibilities of each student. Then, have the students go home and create a family tree with the help of an adult family member. List the responsibilities of each member of the family on the tree. Discuss project in class.
- Sitting in a circle, shake everyone’s hand offering a smile, pleasant greeting, and a compliment.
- Show a flower growing, and compare the similarities between a flower and friendship. Have students brainstorm qualities they would like in a friend.
- Have class respond with a “thumbs-up” or “thumbs-down” to a series of gender statements posed by the teacher. For example: Women are too sensitive to be president, men don’t cry, women have babies, boys wear pants, girls wear pants, etc...
- Write a story, “How We Are All Alike and What Makes Us Different,” in their journals.
- Create a timeline of their life with the help of a parent/guardian.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- *KidBiz*
- <http://www2.scholastic.com/browse/article.jsp?id=3121> (resources for teachers)

Books:

- *Around the World Series” by Ann Morris*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above*

Unit 1

Unit Plan

Grade: 2

Unit: 1 Fundamental Movement

Subject Area: Physical Education

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.4. Correct movement errors in response to feedback.

2.5.2.B.3. Determine how attitude impacts physical performance.

2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

2.6.2.A.1. Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Enduring Understandings:

Understanding movement concepts, such as spatial awareness, helps improve performance and supports wellness.

Understanding fitness concepts and skills and integrating them into everyday routines supports wellness.

Essential Questions:

How can moving around help me be healthy?

How can I make movement more fun?

How can my movements affect someone else?

How can I show good sportsmanship?

Learners will know:

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
- Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping.
- Safety rules to use in an active environment
- The importance of being active daily.
- What it means to demonstrate good sportsmanship.

Learners will be able to:

- Learners will be able to demonstrate the idea of directionality and laterality in sequence.
- Learners will be able to demonstrate good sportsmanship.
- Learners will be able to perform locomotor and non-locomotor movements in combinations while participating in both individual and group games and activities.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Games such as: Simon Says, Red Light, Green Light, Space City, Scooter Pathways, The Rainbow Game, and Rod, Penny, and Lightning: The Straight Story
- Movements to the Hockey-Pokey or the Chicken Dance

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement skills** to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (**Programs**) the mileage club, the president’s challenge
- **Spatial Awareness:** using hoops, ropes, and balls, and/or play special awareness games, identify right and left on self and others, look for students to maintain proper spacing during activities

- **Listening Skills and Safety Awareness:** Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations
- **Review Locomotor Skills:** (movements) walk, run, sliding, jump, hop, skip, leap, gallop
(activities) animal walk, relay races, walking for fitness club, obstacle courses
- **Review Non-Locomotor Skills:** (movements) stretch, twist, bend, swing, pull, push, turn
(activities) yoga, tai chi, stretching, warm ups

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- www.fitnessgram.net/
- <https://www.presidentschallenge.org/>
- <http://www.fitnessfinders.net/>
- <http://www.fitnessfinders.net/Mileage-Club-s/3.htm>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan*

Andrews (Oct 1, 2003)

- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *The Hockey-Pokey*

- *The Chicken Dance*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*

Equipment:

- *Hula hoops, bean bags, cones, Frisbee, yoga mats, pinnies, individual rugs/mats, chairs*

Other Materials:

- *Stop watches*
- *notebooks*

Unit 2

Unit Plan

Grade: 2

Subject Area: Physical Education

Unit: 2 Low Organized Games & Activities

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.4. Correct movement errors in response to feedback.
2.5.2.B.3. Determine how attitude impacts physical performance.
2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Enduring Understandings:

Understanding health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Understanding that following rules, simple strategies, and practicing helps improve skill.

Essential Questions:

- *How can practicing something help me get better at it?*
- *What are rules I should follow when playing games in class?*
- *Why is it important to cooperate with other students when playing games in class?*

Learners will know:

- That simple strategies and practice help improves skills over time
- The importance of listening, following directions, and safety rules to use in an active environment
- The importance of being active daily
- The importance of cooperating with others during activities

Learners will be able to:

- Use listening skills and safety awareness skills while participating in both individual and group games and activities
- Explain the importance of practicing skills in order to improve them
- Follow rules when playing games and activities during class
- State the importance of cooperating with others during games and play

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Chasing, Fleeing, and Dodging Games** such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc...
- **Parachute Games** such as: Parachute Washing Machine, Parachute Trip

(All Change): Teacher calls out birthday months, numbers, colors. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard.

(Cat and Mouse): Everyone holds the chute stretched out at about waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down.

(Roller ball): Everyone holds the chute taut. Place a football near the edge. Try to make the ball roll around the edge of the chute. To do this, someone starts the ball rolling. As it comes towards you,

you lower the edge you are holding, and as it goes pass you raise your edge.

(Mushroom): On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute.

(Popcorn): Place a number of beanbags on the chute. Children shake the chute to make them rise like popcorn.

- **Scooter Games** such as: Scootermania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships
- **Ball Games:** 3-Ball, Crab Soccer, Bridge Ball, Name-It Ball
- **Mixed Activities:** Steal the Bacon, Five Pin Soccer, relay games, net games, cageball, agility games

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.woodlands-junior.kent.sch.uk/parachute.html> (parachute games)
- <http://www.ultimatecampresource.com/site/camp-activities/tag-games.page-1.html> (tag games)
- Pd360

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Equipment:

- *Parachute, beanbags, scooters, cones, yoga mats or small area rugs, bouncy balls, bases, chalk, foam balls, soccer balls, Frisbee, nets*

Other Materials:

- *notebooks*

Unit 3

Unit Plan

Grade: 2

Subject Area: Physical Education

Unit: 3 Rhythmic Activities & Dance

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3. Respond in movement to changes in tempo, beat, rhythm, or musical style.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *What are different ways you can move to different rhythms?*

Learners will know:

- To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style

Learners will be able to:

- Demonstrate a response to music using different apparatus
- Demonstrate a line dance such as the Electric Slide

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Line dance, use of a variety of apparatus

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Apparatus:** hoops, ribbons, limbo stick, parachute, drums, lummi sticks, balls
- **Singing Games & Action Songs**
- **Expressive & Creative Rhythms** (fast/slow, high/low)
- **Zumba** for Kids
- **Rhythmic Exercises:** marching, aerobics
- **Simple Line Dances**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- *Pd360*
- *You tube*

Video:

- *Hip Hop Animal Rock Workout*

- *Little Kicks Fitness Workout for Kids*
- *Denise Austin's Fit Kids*
- *6 Fit Kids' Fitness Workouts for Children*
- *Kidz Bop: Dance Moves*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *The Hockey-Pokey*
- *The Chicken Dance*
- *Kids in Motion by, Greg & Steve*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, hoops, ribbons, limbo stick, parachute, drums, lummi sticks, balls*

Unit 4

Unit Plan

Grade: 2

Subject Area: Physical Education

Unit: 4 Gymnastics and Developmental Activities

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.4. Correct movement errors in response to feedback.
2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6.2.A.1. Explain the role of regular physical activity in relation to personal health.
2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Enduring Understandings:

- *Understanding body awareness, appreciating yours and others physical limitations, and having self-confidence aids the learner in beginning to develop muscular strength, flexibility, and endurance.*

Essential Questions:

- *How can warming up before an activity help me?*
- *What are important safety rules to listen to during gymnastics?*

Learners will know:

- The importance of a proper warm up and cool down before and after physical activity
- Movement skills such as balancing, rolling, and rocking
- Safety rules to use in an active environment
- The importance of being active daily

Learners will be able to:

- Learners will be able to demonstrate warm up and cool down activities
- Learners will be able to demonstrate balancing, rocking, and rolling
- Learners will be able to state the importance of following rules during physical activity

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions

- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement Skills** to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), stretching
- **Warm-up/Cool Down Activities**
- **Locomotor Skills:** (movements) walk, run, sliding, jump, hop, skip, leap, gallop
(activities) animal walk, relay races, walking for fitness club, jumping jacks
- **Non-Locomotor Skills:** (movements) stretch, twist, bend, swing, pull, push, turn
(activities) yoga, tai chi, stretching, warm ups
- **Rolling:** forward and backwards
- **Balancing:** on various body parts, low beams, and lines, objects on various body parts
- **Rocking**
- **Exercises for each physical fitness component:** shuttle run, animal walking, walking,

running, jogging, push-ups, bridges, toe touches, abdominal exercises

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.fitnessfinders.net/>
- <http://fairviewpe.blogspot.com/>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*
- *Gymnastics for Children with Amy Eggleston*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*
- *The Gymnastics Book: The Young Performer's Guide to Gymnastics (Young Performer's Guide) by, Elfi Schlegel*

Equipment:

- *Hula hoops, bean bags, cones, Frisbee, yoga mats, individual rugs/mats, chairs, balance beams, incline mats, large floor mats*

Unit 5

Unit Plan

Grade: 2

Unit: 5 Ball Handling

Subject Area: Physical Education

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.4. Correct movement errors in response to feedback.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *What are different ways we can use a ball in physical activity?*

Learners will know:

- Ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball

Learners will be able to:

- Demonstrate ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Various games using ball handling skills

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Kicking:** stationary and moving ball, while running towards a stationary and moving ball, kicking toward various targets, for distance and accuracy
- **Catching:** self thrown and tossed ball, from a rebound, from a kick
- **Throwing:** overhand, underhand, and at a target, using various speeds, using weight transfer and stepping to throw
- **Striking:** moving ball, ball in hand, with/without a rebound, using various body parts
- **Dribbling:** one hand, two hand, stationary, while on the move, continuously
- **Rolling:** bowling, between cones
- **Tossing:** turn and catch, vertically and horizontally to self and partner
- **Participate in Low-Organized Games**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/slate4.aspx>

- *Pd360*
- *You tube*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, variety of balls*

Unit 6

Unit Plan

Grade: 2

Unit: 6 Individual and Dual Activities

Subject Area: Physical Education

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.4. Correct movement errors in response to feedback.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *How can moving around help me be healthy?*
- *How can I make movement more fun?*

Learners will know:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Learners will be able to:

- Participate in activities using various manipulatives and motor skills patterns.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Various Games and Activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Obstacle Course**
- **Jumping:** rope, lines, half and full swing
- **Scooter Games**
- **Hoop Games**
- **Bean bag Games**
- **Mimetics**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/slate4.aspx>
- *Pd360*
- *You tube*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, variety of balls, scooters, bean bags, deck rings, ropes*

ONG BRANCH PUBLIC SCHOOLS



Comprehensive Health & Physical Education Curriculum Guide 2nd Grade

2012-2013
LONG BRANCH PUBLIC SCHOOLS
Long Branch, New Jersey

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Table of Contents

	<u>Page</u>
Introduction	5

Units of Study

Unit 1 Comprehensive Health	11
Unit 2 Comprehensive Health	15
Unit 3 Comprehensive Health	19
Unit 4 Comprehensive Health	23
Unit 5 Comprehensive Health	27
Unit 6 Comprehensive Health	31
Unit 7 Comprehensive Health	35
Unit 8 Comprehensive Health	39
Unit 1 Physical Education	44
Unit 2 Physical Education	49
Unit 3 Physical Education	53
Unit 4 Physical Education	57
Unit 5 Physical Education	61
Unit 6 Physical Education	65

Course Introduction

Comprehensive Health & Physical Education focus on preparing the students to lead an active and productive lifestyle. Physical education is an essential and integral part of the total education program. Quality physical education programs promote the physical growth and development of all students contributing to their general health and wellness.

The goals of this program are to:

- Develop motor skills that allow for safe, successful and satisfying participation in physical activities.
- Develop the whole child by promoting good character through providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Reinforce knowledge learned in other subject areas such as science, math and social studies.
- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources.
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Help children become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences.
- Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Assessments

Students will be assessed formally and informally throughout their experiences in health and physical education. Assessments will vary according to the grade-level standards. For grading purposes, the physical education department will utilize the standards-based report

card (K-5) or the universal grading system (6-12) that the school district has implemented.

New Jersey Legislative Statutes Summary

• **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**

Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

• **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

• **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**

Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

• **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

• **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the

curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

• **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

• **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

• **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education

and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

• **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

• **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

o Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.

o Fully address myths and misunderstandings regarding organ and tissue donation.

o Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.

o Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

• **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program.

Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

• **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

MONTHLY THEMES:

Physical Education Unit

Second Grade

September	Fundamental Movement
October	Fundamental Movement
November	Low Organized Games & Activities
December	Low Organized Games & Activities
January	Rhythmic Activities & Dance
February	Gymnastics & Developmental Activities

March	Ball Handling
April	Ball Handling
May	Individual & Dual Activities
June	Individual & Dual Activities

Comprehensive Health Unit

Second Grade

September	Personal Growth & Development
October	Social & Emotional Health
November	Communication, Decision Making, & Character Education
December	Medicines, Drugs, & Addiction
January	Medicines, Drugs, & Addiction
February	Nutrition
March	Nutrition
April	Human Sexuality & Relationships
May	Disease & Health Conditions
June	Safety

Unit 1

Unit Plan

Grade: 2
Unit: 1 Safety

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.D.1: Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.2.D.2: Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.

2.1.2.D.3: Identify procedures associated with pedestrian, bicycle, and traffic safety.

Enduring Understandings:

- *Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.*
- *Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.*

Essential Questions:

- *How can knowing prevention save your life?*
- *Why would people ignore safety precautions and rules?*

Learners will know:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- The importance of wearing safety equipment while riding both in a vehicle and on a bicycle or skateboard.

Learners will be able to:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- Model how to take care of a nosebleed, scratch, insect bite and other common injuries.
- Explain and/or demonstrate the proper way to cross the street
- Explain what we wear while riding in a car, and why we wear it
- Explain what we wear while riding a bicycle or skateboard and why we wear it

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Role play to care for injured individual

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Create a T-Chart or act out scenarios showing healthy and unhealthy risks
- Create play/presentation video telling other students what to do in unsafe situations
Model the proper way to cross the street, fasten a seatbelt, or wear a bicycle helmet
- Model how to take care of a nosebleed, scratch, insect bite and other common injuries.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need>
- <http://www.teachersfirst.com/spectopics/firepreventionandsafety.cfm>
- <http://www.sparky.org/>

Books:

- *Ride Right: Bicycle Safety*

- *Bicycle Safety by Lisa M Herrington*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper*

Unit 2

Unit Plan

Grade: 2

Subject Area: Health

Unit: 2 Personal Growth

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness.

2.1.2.A.2: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

2.1.2.E.3: Explain healthy ways of coping with common stressful situations experienced by children.

Enduring Understandings:

- *An individual’s health at different stages of life depends on heredity, environmental factors, and lifestyle choices.*

Essential Questions:

- *What are good personal hygiene techniques that support wellness?*
- *What are healthy ways of dealing with stress?*

Learners will know:

- Demonstrate techniques of good personal hygiene that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.
- To identify major body parts and explain how they work together to support wellness within the body.
- Healthy methods of coping with stress such as breathing, meditation, yoga, and tai chi

Learners will be able to:

- Demonstrate techniques of good personal hygiene and care in order to prevent the catching and spreading of disease.
- Show qualities and traits that associate with feeling good and how to control and include them in one’s life.
- Demonstrate ways to deal with stress.
- Identify all major body parts and explain how they work together to support wellness within the body.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal

- Team display of body parts
- Personal hygiene T-Chart
- Demonstrate brushing/flossing teeth and washing hands

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Explore methods of coping with stress such as: breathing techniques, walking meditation, yoga, tai chi
- Create a class T-Chart of good and bad personal hygiene techniques
- Trace a student's body on paper and label or draw the major body parts. (small groups)
- Class/Team/Partner constructs a list of communicable and non-communicable diseases and tells how to care for and prevent them and discuss their care and prevention.
- Either dress doll with proper outfit for sports or weather, or use magazines to cut out clothing and figure

Learning Resources

Websites:

- <http://kidshealth.org/kid/htbw/>
- <http://science.pppst.com/humanbody/bodyparts.html>
- http://www.dailymotion.com/video/xmh04w_personal-hygiene-for-kids-hygiene-basics-for-kids-hygiene-lesson-plan-science-kids-kids-games_videogames

- Pd360
- You tube

Video:

- *YogaKids: Educating The Whole Child Through Yoga* by Marsha Wenig and Susan Andrews (Oct 1, 2003)
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al.* (Oct 1, 2008)

Books:

- *The ABCs of Yoga for Kids* by Teresa Power (Oct 1, 2009)
- *Mindful Movements: Ten Exercises for Well-Being* by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)
- *Body Parts* by, Bev Schumacher

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 3

Unit Plan

Grade: 2
Unit: 3 Nutrition

Subject Area: Health
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.1.2.B.1: Explain why some foods are healthier to eat than others.
- 2.1.2.B.2: Explain how foods in the food pyramid differ in nutritional content and value.
- 2.1.2.B.3: Summarize information about food found on product labels.

Enduring Understandings:

- *Making healthy eating choices is an important part of achieving and sustaining wellness.*
- *Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.*

Essential Questions:

- Why are some foods healthier than others?
- What can a nutrition label tell us about that food item and why is it important?
- How is a balanced meal important?

Learners will know:

- The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits.
- Healthy vs. unhealthy choices of each group.
- The types of information that can be found on product labels.

Learners will be able to:

- Explain why fast foods are unhealthy
- Sort foods according to food groups and food sources.
- Create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal
- Explain the types of information that can be found on product labels.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal

- Prepared healthy snack
- Display of balanced meal

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity
- Display cut out foods on a plate from magazines and create a balanced meal

Suggested Activities:

- Prepare a healthy snack
- Play the interactive computer game “Blast Off!” to better understand the key concepts of Choose My Plate for Kids.
- Create a class graph by food group using Kidspiration and using the Choose My Plate Guide
- Examine the school cafeteria menu and organize it into a food group chart or graph using the Choose My Plate for Kids as a guide.
- List and sort the foods consumed over a two- day period. Place them into the appropriate Choose My Plate category.

Learning Resources

Websites:

- <http://kidshealth.org/kid/htbw/>
- <http://www.inspiration.com/kidspiration>
- <http://nutritionforkids.com/>
- <http://www.superkidsnutrition.com/>

- <http://www.choosemyplate.gov/>

- Pd360
- You tube
- KidBiz

Video:

- <http://www.youtube.com/watch?v=bNpTPX5gylQ> (The Nutrition Song)
- <http://www.brainpop.com/health/nutrition/nutrition/>

Books:

- *How to Teach Nutrition to Kids [Book]* by Connie Liakos Evers
- *Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library)* by Tish Rabe and Aristides Ruiz
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* by Edward Miller
- *The Berenstain Bears and Too Much Junk Food* by Stan Berenstain and Jan Berenstain

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, magazines, computer, various foods, food product labels

Unit 4

Unit Plan

Grade: 2
Unit: 4 Social & Emotional Health

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.E.1: Identify basic social and emotional needs of all people.

2.1.2.E.2: Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.

2.1.2.E.3: Explain healthy ways of coping with common stressful situations experienced by children.

Enduring Understandings:

- *Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.*
- *Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.*

Essential Questions:

- *How can we cope with being angry?*
- *Who gets stressed out?*
- *What causes stress?*
- *How can we deal with stress?*

Learners will know:

- That all humans have the emotion anger and that we can turn it into something positive
- Everyone gets stressed out in one way or another.
- How to identify what makes you stressed, how to realize you're getting stressed before it's too late, and ways of coping with it will make you less likely to get stressed out.
- Being healthy (exercise, proper nutrition and rest) can help you deal with stressful situation.

Learners will be able to:

- Identify common stressors
- Explain healthy ways of coping with common stressful situations experienced by children.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play various situations
- Charades
- Class garden/pet
- Group Storytelling
- Silent Ball
- Move to the Music
- Deep Breathing
- Moving Meditation
- Visual Imagery
- Paper Mosaics
- Journaling

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://www.youtube.com/watch?v=MkCO8ZtDQzE>
- <http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf>

Books:

- *How Full Is Your Bucket? For Kids* ~ Tom Rath
- [*Have You Filled a Bucket Today?*](#) ~ Carol McCloud
- [*Be Happy!: A Little Book for a Happy You*](#) ~ Monica Sheehan

Program:

- www.kimochis.com

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 5

Unit Plan

Grade: 2

Subject Area: Health

Unit: 5 Communication, Decision Making, & Character Education **Anticipated time frame:** 4 weeks

Desired Outcomes

Standards addressed:

2.2.2.A.1. Express needs, wants, and feelings in health- and safety-related situations.

2.2.2.B.1. Explain what a decision is and why it is advantageous to think before acting.

2.2.2.B.2. Relate decision-making by self and others to one's health.

2.2.2.B.3. Determine ways parents, peers, technology, culture, and the media influence health decisions.

2.2.2.C.1. Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.

2.2.2.D.1. Determine the benefits for oneself and others of participating in a class or school service activity.

Enduring Understandings:

- *Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.*
- *Decision-making can be affected by a variety of influences that may not be in a person's best interest.*

Essential Questions:

- *How can you express needs, wants, and feelings?*
- *What is a decision?*
- *Why should you think before acting?*
- *How do outside factors like parents and the TV. influence health?*
- *What is character and how can you tell someone's character?*
- *Why is it good to participate in a class service activity?*

Learners will know:

- How to express needs, wants, and feelings in health- and safety-related situations.
- Explain what a decision is and why it is advantageous to think before acting.
- How to relate decision-making by self and others to one's health.
- Parents, peers, technology, culture, and the media influence health decisions.
- The meaning of character and how it is

Learners will be able to:

- How to express needs, wants, and feelings
- What a decision is
- Explain how some decisions affect their or other's health
- Define character
- Understand that outside factors influence health
- Determine the benefits for oneself and others of participating in a class or school

reflected in the thoughts, feelings, and actions of oneself and others.

- That there are benefits for oneself and others of participating in a class or school service activity.

service activity.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a Superhero: Children can create their own hero based on the six pillars of good character (trustworthiness, responsibility, responsibility, fairness, caring and citizenship)
- Class read aloud
- Work as a group to collect canned goods for a class activity. Students will discuss how

they feel.

- Create an “I Am Special” poster. Invite partners to trace each other on butcher paper. Have each student draw the partner’s face and decorate the clothes. Have all students write positive characteristics about their classmates on their poster.
- In small groups, respond and role-play to teacher-created scenarios that require them to seek help when sick, scared, sad, lonely or bullied. Rotate the scenarios allowing each group to respond/react to the situation.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://webtech.kennesaw.edu/jcheek3/chared.htm>

Books:

- *How Full Is Your Bucket? For Kids ~ Tom Rath*
- [*Have You Filled a Bucket Today?* ~ Carol McCloud](#)
- [*Be Happy!: A Little Book for a Happy You* ~ Monica Sheehan](#)
- [*Monster Manners* by Bethany Roberts](#)

Program:

- www.kimochis.com

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper*

Unit 6

Unit Plan

Grade: 2

Unit: 6 Disease & Health Conditions

Subject Area: Health

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.2.C.1: Summarize symptoms of common diseases and health conditions.

2.1.2.C.2: Summarize strategies to prevent the spread of common diseases and health conditions.

2.1.2.C.3: Determine how personal feelings can affect one's wellness.

2.2.2.E.1. Determine where to access home, school, and community health professionals.

Enduring Understandings:

- *Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday life.*
- *Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.*

Essential Questions:

- *How do germs spread?*
- *When is a good time to wash your hands?*
- *How long should you wash your hands?*
- *How can you get rabies?*
- *Why is it important to understand the difference between communicable and non-communicable diseases?*

Learners will know:

- How germs spread
- Germs can make you sick, but you can get rid of them by properly washing your hands.
- How long to wash your hands
- Where to access health professionals within the home, school, and community
- What rabies is and how you can get it
- The difference between communicable and non-communicable diseases.

Learners will be able to:

- Explain how germs spread
- Explain that germs can make you sick
- Explain how to get rid of germs
- Explain how to and for how long you should wash your hands
- Who to ask for help if you are not feeling well in the home, school, and community
- Explain the difference between communicable and non-communicable diseases

Assessment Evidence

- Teacher observation
- Student/Teacher Conference

- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create visual for how to properly wash your hands
- Create a superhero germ fighter
- Have the nurse come to class as a guest speaker about germ fighting
- Class read aloud
- In small groups, brainstorm a list of communicable and non-communicable diseases, then draw pictures illustrating symptoms and diseases
- Create a Venn diagram comparing and contrasting different diseases

Learning Resources

Websites:

- *Pd360*
- *You tube*

- <http://www.youtube.com/watch?v=C4pAjf3PsUY>

Books:

- *Germs! Germs! Germs! By, Bobbi Katz*
- *Oh the Things You Can Do That Are Good for You! By, Tish Rabe*
- *Germs Make Me Sick! By, Melvin Berger*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above*

Unit 7

Unit Plan

Grade: 2

Unit: 7 Medicine, Drugs, & Addiction

Subject Area: Health

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.3.2.A.1. Explain what medicines are and when some types of medicines are used.

2.3.2.A.2. Explain why medicines should be administered as directed.

2.3.2.B.1. Identify ways that drugs can be abused.

2.3.2.B.2. Explain effects of tobacco use on personal hygiene, health, and safety.

2.3.2.B.3. Explain why tobacco smoke is harmful to nonsmokers.

2.3.2.B.4. Identify products that contain alcohol.

2.3.2.B.5. List substances that should never be inhaled and explain why.

2.3.2.C.1. Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2.C.2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Enduring Understandings:

- *Medicine must be used correctly in order to be safe and have the maximum benefit.*
- *Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.*
- *There are common indicators, stages and influencing factors of chemical dependency.*

Essential Questions:

- *Why should medicines be administered as directed?*
- *How can drugs be abused?*
- *Why is tobacco smoke harmful to nonsmokers?*
- *What are some products that contain alcohol?*
- *What are substances that should never be inhaled and why?*
- *How can people who abuse alcohol, tobacco, and other drugs get help?*

Learners will know:

- What medicines are and when some types of medicines are used
- Why medicines should be administered as directed.
- Ways that drugs can be abused.
- The effects of tobacco use on personal hygiene, health, and safety.
- Why tobacco smoke is harmful to

Learners will be able to:

- Define medicines and explain when some types of medicines are used
- Explain why medicines should be administered as directed.
- List ways that drugs can be abused.
- Explain effects of tobacco use on personal hygiene, health, and safety.
- Explain why tobacco smoke is harmful to

nonsmokers.

- Products that contain alcohol.
- Substances that should never be inhaled and explain why.
- That people who abuse alcohol, tobacco, and other drugs can get help.

nonsmokers.

- List products that contain alcohol.
- List substances that should never be inhaled and explain why.
- Explain that people who abuse alcohol, tobacco, and other drugs can get help.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a graphic organizer with your team explaining the step by step process of how medicine be administered as directed.

- Ways that drugs can be abused.
- Create a visual showing the effects of tobacco use on personal hygiene, health, and safety
- In small groups students examine empty containers and classify them as “healthful” or “harmful.”
- Using the computer, create a chart with the names and phone numbers of the community health helpers.
- Create an anti-drugs poster
- Draw the “No Smoking” symbol and explain why you should not smoke in the student wellness journal
- Hand out a tobacco ad and working in small groups, answer teacher-generated questions in relation to the tobacco ad.

Learning Resources

Websites:

- Pd360
- You tube
- KidBiz
- <http://www.drpbody.com/drugs.html>
- <http://www.dare.com/home/default.asp>
- <http://facs.pppst.com/drugs.html>
- http://free.ed.gov/subjects.cfm?subject_id=61&res_feature_request=1

Books:

- *Daddy Doesn't Have to Be a Giant Anymore* by Thomas Jane Resh
- *Kids' Power Too: Words To Grow By* by Cathey Brown, Betty LaPorte and Jerry Moe
- *My Dad Loves Me, My Dad has a Disease* by Claudia Black

Program:

- D.A.R.E. America

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above

Unit 8

Unit Plan

Grade: 2

Unit: 8 Human Sexuality & Relationships

Subject Area: Health

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.4.2.A.1. Compare and contrast different kinds of families locally and globally.

2.4.2.A.2. Distinguish the roles and responsibilities of different family members.

2.4.2.A.3. Determine the factors that contribute to healthy relationships.

2.4.2.B.1. Compare and contrast the physical differences and similarities of the genders.

2.4.2.C.1. Explain the factors that contribute to a mother having a healthy baby.

Enduring Understandings:

- *Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.*
- *Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships.*
- *Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.*

Essential Questions:

- *What are some examples of different kinds of families locally and globally?*
- *What are some different roles and responsibilities that different family members might have?*
- *What are factors that contribute to healthy relationships?*
- *What are factors that contribute to a mother having a healthy baby?*

Learners will know:

- That there are different kinds of families locally and globally.
- Different family members have different roles and responsibilities.
- The factors that contribute to healthy

Learners will be able to:

- Compare and contrast different kinds of families locally and globally.
- Distinguish the roles and responsibilities of different family members.
- Determine the factors that contribute to

relationships.

- There are physical differences and similarities of the genders.
- The factors that contribute to a mother having a healthy baby.

healthy relationships.

- Compare and contrast the physical differences and similarities of the genders.
- Explain the factors that contribute to a mother having a healthy baby.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Read the following books and view the pictures that comprise the "Around the World Series" by Ann Morris: Bread, Bread, Bread focuses on how people eat; Houses and

Homes focuses on how people live; and Families focuses on various family configurations. Then, create a graphic organizer that summarizes the similarities and differences between your family and those in the books and share with the class.

Locate the countries represented in the books on large maps.

- As a class, make a “class tree” with all of the students in the class. List responsibilities of each student. Then, have the students go home and create a family tree with the help of an adult family member. List the responsibilities of each member of the family on the tree. Discuss project in class.
- Sitting in a circle, shake everyone’s hand offering a smile, pleasant greeting, and a compliment.
- Show a flower growing, and compare the similarities between a flower and friendship. Have students brainstorm qualities they would like in a friend.
- Have class respond with a “thumbs-up” or “thumbs-down” to a series of gender statements posed by the teacher. For example: Women are too sensitive to be president, men don’t cry, women have babies, boys wear pants, girls wear pants, etc...
- Write a story, “How We Are All Alike and What Makes Us Different,” in their journals.
- Create a timeline of their life with the help of a parent/guardian.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- *KidBiz*
- <http://www2.scholastic.com/browse/article.jsp?id=3121> (resources for teachers)

Books:

- *Around the World Series” by Ann Morris*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above*

Unit 1

Unit Plan

Grade: 2

Unit: 1 Fundamental Movement

Subject Area: Physical Education

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.4. Correct movement errors in response to feedback.

2.5.2.B.3. Determine how attitude impacts physical performance.

2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.

2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.

2.6.2.A.1. Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Enduring Understandings:

Understanding movement concepts, such as spatial awareness, helps improve performance and supports wellness.

Understanding fitness concepts and skills and integrating them into everyday routines supports wellness.

Essential Questions:

How can moving around help me be healthy?

How can I make movement more fun?

How can my movements affect someone else?

How can I show good sportsmanship?

Learners will know:

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
- Movement skills such as running, walking, jumping, hopping, skipping, leaping, galloping.
- Safety rules to use in an active environment
- The importance of being active daily.
- What it means to demonstrate good sportsmanship.

Learners will be able to:

- Learners will be able to demonstrate the idea of directionality and laterality in sequence.
- Learners will be able to demonstrate good sportsmanship.
- Learners will be able to perform locomotor and non-locomotor movements in combinations while participating in both individual and group games and activities.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Games such as: Simon Says, Red Light, Green Light, Space City, Scooter Pathways, The Rainbow Game, and Rod, Penny, and Lightning: The Straight Story
- Movements to the Hockey-Pokey or the Chicken Dance

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement skills** to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (**Programs**) the mileage club, the president’s challenge
- **Spatial Awareness:** using hoops, ropes, and balls, and/or play special awareness games, identify right and left on self and others, look for students to maintain proper spacing during activities

- **Listening Skills and Safety Awareness:** Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations
- **Review Locomotor Skills:** (movements) walk, run, sliding, jump, hop, skip, leap, gallop
(activities) animal walk, relay races, walking for fitness club, obstacle courses
- **Review Non-Locomotor Skills:** (movements) stretch, twist, bend, swing, pull, push, turn
(activities) yoga, tai chi, stretching, warm ups

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- www.fitnessgram.net/
- <https://www.presidentschallenge.org/>
- <http://www.fitnessfinders.net/>
- <http://www.fitnessfinders.net/Mileage-Club-s/3.htm>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan*

Andrews (Oct 1, 2003)

- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *The Hockey-Pokey*

- *The Chicken Dance*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*

Equipment:

- *Hula hoops, bean bags, cones, Frisbee, yoga mats, pinnies, individual rugs/mats, chairs*

Other Materials:

- *Stop watches*
- *notebooks*

Unit 2

Unit Plan

Grade: 2

Subject Area: Physical Education

Unit: 2 Low Organized Games & Activities

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- 2.5.2.A.4. Correct movement errors in response to feedback.
- 2.5.2.B.3. Determine how attitude impacts physical performance.
- 2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
- 2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Enduring Understandings:

Understanding health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Understanding that following rules, simple strategies, and practicing helps improve skill.

Essential Questions:

- *How can practicing something help me get better at it?*
- *What are rules I should follow when playing games in class?*
- *Why is it important to cooperate with other students when playing games in class?*

Learners will know:

- That simple strategies and practice help improves skills over time
- The importance of listening, following directions, and safety rules to use in an active environment
- The importance of being active daily
- The importance of cooperating with others during activities

Learners will be able to:

- Use listening skills and safety awareness skills while participating in both individual and group games and activities
- Explain the importance of practicing skills in order to improve them
- Follow rules when playing games and activities during class
- State the importance of cooperating with others during games and play

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Chasing, Fleeing, and Dodging Games** such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc...
- **Parachute Games** such as: Parachute Washing Machine, Parachute Trip

(All Change): Teacher calls out birthday months, numbers, colors. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard.

(Cat and Mouse): Everyone holds the chute stretched out at about waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down.

(Roller ball): Everyone holds the chute taut. Place a football near the edge. Try to make the ball roll around the edge of the chute. To do this, someone starts the ball rolling. As it comes towards you,

you lower the edge you are holding, and as it goes pass you raise your edge.

(Mushroom): On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute.

(Popcorn): Place a number of beanbags on the chute. Children shake the chute to make them rise like popcorn.

- **Scooter Games** such as: Scootermania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships
- **Ball Games:** 3-Ball, Crab Soccer, Bridge Ball, Name-It Ball
- **Mixed Activities:** Steal the Bacon, Five Pin Soccer, relay games, net games, cageball, agility games

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.woodlands-junior.kent.sch.uk/parachute.html> (parachute games)
- <http://www.ultimatecampresource.com/site/camp-activities/tag-games.page-1.html> (tag games)
- Pd360

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Equipment:

- *Parachute, beanbags, scooters, cones, yoga mats or small area rugs, bouncy balls, bases, chalk, foam balls, soccer balls, Frisbee, nets*

Other Materials:

- *notebooks*

Unit 3

Unit Plan

Grade: 2

Subject Area: Physical Education

Unit: 3 Rhythmic Activities & Dance

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.3. Respond in movement to changes in tempo, beat, rhythm, or musical style.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *What are different ways you can move to different rhythms?*

Learners will know:

- To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style

Learners will be able to:

- Demonstrate a response to music using different apparatus
- Demonstrate a line dance such as the Electric Slide

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Line dance, use of a variety of apparatus

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Apparatus:** hoops, ribbons, limbo stick, parachute, drums, lummi sticks, balls
- **Singing Games & Action Songs**
- **Expressive & Creative Rhythms** (fast/slow, high/low)
- **Zumba** for Kids
- **Rhythmic Exercises:** marching, aerobics
- **Simple Line Dances**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- *Pd360*
- *You tube*

Video:

- *Hip Hop Animal Rock Workout*

- *Little Kicks Fitness Workout for Kids*
- *Denise Austin's Fit Kids*
- *6 Fit Kids' Fitness Workouts for Children*
- *Kidz Bop: Dance Moves*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *The Hockey-Pokey*
- *The Chicken Dance*
- *Kids in Motion by, Greg & Steve*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, hoops, ribbons, limbo stick, parachute, drums, lummi sticks, balls*

Unit 4

Unit Plan

Grade: 2

Subject Area: Physical Education

Unit: 4 Gymnastics and Developmental Activities

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.2.A. 1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.4. Correct movement errors in response to feedback.
2.5.2.C.2. Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6.2.A.1. Explain the role of regular physical activity in relation to personal health.
2.6.2.A.2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Enduring Understandings:

- *Understanding body awareness, appreciating yours and others physical limitations, and having self-confidence aids the learner in beginning to develop muscular strength, flexibility, and endurance.*

Essential Questions:

- *How can warming up before an activity help me?*
- *What are important safety rules to listen to during gymnastics?*

Learners will know:

- The importance of a proper warm up and cool down before and after physical activity
- Movement skills such as balancing, rolling, and rocking
- Safety rules to use in an active environment
- The importance of being active daily

Learners will be able to:

- Learners will be able to demonstrate warm up and cool down activities
- Learners will be able to demonstrate balancing, rocking, and rolling
- Learners will be able to state the importance of following rules during physical activity

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions

- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement Skills** to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), stretching
- **Warm-up/Cool Down Activities**
- **Locomotor Skills:** (movements) walk, run, sliding, jump, hop, skip, leap, gallop
(activities) animal walk, relay races, walking for fitness club, jumping jacks
- **Non-Locomotor Skills:** (movements) stretch, twist, bend, swing, pull, push, turn
(activities) yoga, tai chi, stretching, warm ups
- **Rolling:** forward and backwards
- **Balancing:** on various body parts, low beams, and lines, objects on various body parts
- **Rocking**
- **Exercises for each physical fitness component:** shuttle run, animal walking, walking,

running, jogging, push-ups, bridges, toe touches, abdominal exercises

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.fitnessfinders.net/>
- <http://fairviewpe.blogspot.com/>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*
- *Gymnastics for Children with Amy Eggleston*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*
- *The Gymnastics Book: The Young Performer's Guide to Gymnastics (Young Performer's Guide) by, Elfi Schlegel*

Equipment:

- *Hula hoops, bean bags, cones, Frisbee, yoga mats, individual rugs/mats, chairs, balance beams, incline mats, large floor mats*

Unit 5

Unit Plan

Grade: 2

Unit: 5 Ball Handling

Subject Area: Physical Education

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.4. Correct movement errors in response to feedback.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *What are different ways we can use a ball in physical activity?*

Learners will know:

- Ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball

Learners will be able to:

- Demonstrate ball handling skills such as kicking, catching, throwing, striking, rolling, and bouncing a ball

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Various games using ball handling skills

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Kicking:** stationary and moving ball, while running towards a stationary and moving ball, kicking toward various targets, for distance and accuracy
- **Catching:** self thrown and tossed ball, from a rebound, from a kick
- **Throwing:** overhand, underhand, and at a target, using various speeds, using weight transfer and stepping to throw
- **Striking:** moving ball, ball in hand, with/without a rebound, using various body parts
- **Dribbling:** one hand, two hand, stationary, while on the move, continuously
- **Rolling:** bowling, between cones
- **Tossing:** turn and catch, vertically and horizontally to self and partner
- **Participate in Low-Organized Games**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/slate4.aspx>

- *Pd360*
- *You tube*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, variety of balls*

Unit 6

Unit Plan

Grade: 2

Unit: 6 Individual and Dual Activities

Subject Area: Physical Education

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.2.A.1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.2.A.2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.2.A.4. Correct movement errors in response to feedback.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *How can moving around help me be healthy?*
- *How can I make movement more fun?*

Learners will know:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Learners will be able to:

- Participate in activities using various manipulatives and motor skills patterns.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Various Games and Activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Obstacle Course**
- **Jumping:** rope, lines, half and full swing
- **Scooter Games**
- **Hoop Games**
- **Bean bag Games**
- **Mimetics**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/slate4.aspx>
- *Pd360*
- *You tube*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, variety of balls, scooters, bean bags, deck rings, ropes*

LONG BRANCH PUBLIC SCHOOLS



Comprehensive Health & Physical Education Curriculum Guide 3rd Grade

2012-2013
LONG BRANCH PUBLIC SCHOOLS
Long Branch, New Jersey

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Table of Contents

	<u>Page</u>
Introduction	5

Units of Study

Unit 1 Comprehensive Health	12
Unit 2 Comprehensive Health	16
Unit 3 Comprehensive Health	20
Unit 4 Comprehensive Health	24
Unit 5 Comprehensive Health	28
Unit 6 Comprehensive Health	33
Unit 7 Comprehensive Health	37
Unit 8 Comprehensive Health	41
Unit 1 Physical Education	45
Unit 2 Physical Education	50
Unit 3 Physical Education	54
Unit 4 Physical Education	59
Unit 5 Physical Education	63
Unit 6 Physical Education	67

Unit 7 Physical Education	71
Unit 8 Physical Education	75
Unit 9 Physical Education	79

Course Introduction

Comprehensive Health & Physical Education focus on preparing the students to lead an active and productive lifestyle. Physical education is an essential and integral part of the total education program. Quality physical education programs promote the physical growth and development of all students contributing to their general health and wellness.

The goals of this program are to:

- Develop motor skills that allow for safe, successful and satisfying participation in physical activities.
- Develop the whole child by promoting good character through providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Reinforce knowledge learned in other subject areas such as science, math and social studies.
- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources.
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Help children become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences.
- Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Assessments

Students will be assessed formally and informally throughout their experiences in health and physical education. Assessments will vary according to the grade-level standards. For grading purposes, the physical education department will utilize the standards-based report

card (K-5) or the universal grading system (6-12) that the school district has implemented.

New Jersey Legislative Statutes Summary

• **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**

Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

• **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

• **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**

Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

• **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

• **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the

curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

• **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

• **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

• **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education

and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

• **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

• **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

o Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.

o Fully address myths and misunderstandings regarding organ and tissue donation.

o Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.

o Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

• **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program.

Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

• **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

MONTHLY THEMES:

Physical Education Unit

Third Grade

September	Physical Fitness/Track & Field
October	Team Sports
November	Gymnastics & Developmental Activities
December	Team Sports
January	Aerobics(Rhythmic Activities & Dance)
February	Team Sports

March	Low Organized Games & Activities
April	Low Organized Games & Activities
May	Team Sports
June	Physical Fitness/Track & Field

Comprehensive Health Unit

Third Grade

September	Safety
October	Personal Growth & Development
November	Nutrition
December	Nutrition
January	Social & Emotional Health
February	Communication, Decision Making, & Character Education
March	Disease & Health Conditions
April	Medicines, Drugs, & Addiction
May	Medicines, Drugs, & Addiction
June	Human Sexuality & Relationships

Unit 1

Unit Plan

Grade: 3
Unit: 1 Safety

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.4.D.1: Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.4.D.2: Summarize the various forms of abuse and ways to get help.

2.1.4.D.3: Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

2.1.4.D.4: Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

Enduring Understandings:

- *Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.*
- *Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.*

Essential Questions:

- *What is the difference between healthy and unhealthy risks?*
- *Why is it important to know what to do when someone is choking?*
- *When riding in a car, how can safe behaviors help you?*

Learners will know:

- The characteristics of safe and unsafe situations, and develop strategies to reduce the risk of injuries at home, school, and community.
- The importance of wearing safety equipment while riding both in a vehicle and on a bicycle or skateboard.
- The signs of various forms of abuse (bullying for example) and ways to get help

Learners will be able to:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- Model how to take care of someone who is choking, being poisoned, burning, bleeding and other common injuries.
- Explain the impact of safe and unsafe behaviors while riding in various forms of transportation
- Understand various forms of abuse and ways to get help

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Role play to care for injured individual
- Artwork or displays

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Create a T-Chart or act out scenarios showing healthy and unhealthy risks
- Create play/presentation video telling other students what to do in unsafe situations
- Model the proper way to cross the street, fasten a seatbelt, or wear a bicycle helmet
- Model how to take care of a someone choking
- Draw/Create display of safety hazards in the home

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need>
- <http://www.teachersfirst.com/spectopics/firepreventionandsafety.cfm>
- <http://www.sparky.org/>

- <http://www.pacerkidsagainstbullying.org/>
- <http://www.stopbullying.gov/kids/>
- <http://www.youtube.com/watch?v=7-X3Pu20w24> (LBMS Video)

Books:

- *Ride Right: Bicycle Safety*
- *Bicycle Safety* by Lisa M Herrington
- *Uncomfortable Secrets. a Children's Book That Will Help Prevent Abuse* by Paulina Ponce, Stephanie Halfen

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 2

Unit Plan

Grade: 3

Subject Area: Health

Unit: 2 Personal Growth

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.

2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.

2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

Enduring Understandings:

- *Health choices and behaviors have a profound impact on personal, family, community, and global wellness.*

Essential Questions:

- *How do personal health choices impact our own health as well as the health of others?*
- *What are healthy ways of dealing with stress?*

Learners will know:

- The relationship of personal health practices and behaviors on an individual's body systems.
- Ways to cope with rejection, loss, and separation
- The causes of stress and ways to deal with stressful situations

Learners will be able to:

- Determine the relationship of personal health practices and behaviors on an individual's body systems.
- List one example of how one person's health practices can affect the health of another person.
- List one way to cope with rejection, loss, and separation
- State the causes of stress and list ways to deal with stressful situations

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day

- Student “Wellness” Journal
- Role play stressful situations dealing with rejection, loss, and separation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Explore methods of coping with stress such as: breathing techniques, walking meditation, yoga, tai chi
- Role play stressful situations dealing with rejection, loss, and separation
- Have students create games such as concentration where students would match a personal health practice to possible effects on themselves and others

Learning Resources

Websites:

- <http://science.pppst.com/humanbody/bodyparts.html>
- Pd360
- You tube

Video:

- *YogaKids: Educating The Whole Child Through Yoga* by Marsha Wenig and Susan Andrews (Oct 1, 2003)
- *Power Animal Frolics--Tai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear,*

Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*
- *Body Parts by, Bev Schumacher*

Other Materials:

- *Notebooks, pencils, crayons, index cards*

Unit 3

Unit Plan

Grade: 3
Unit: 3 Nutrition

Subject Area: Health
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.1.4.B.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.1.4.B.2: Differentiate between healthy and unhealthy eating practices.

2.1.4.B.3: Create a healthy meal based on nutritional content, value, calories, and cost.

2.1.4.B.4: Interpret food product labels based on nutritional content.

Enduring Understandings:

- *Making healthy eating choices is an important part of achieving and sustaining wellness.*
- *Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.*

Essential Questions:

- Why are some foods healthier than others?
- What can a nutrition label tell us about that food item and why is it important?
- How is a balanced meal important?

Learners will know:

- The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits.
- How to differentiate between healthy and unhealthy eating patterns.
- The types of information that can be found on product labels.

Learners will be able to:

- Recognize the Choose My Plate Guide and recommended daily servings for healthy eating behaviors.
- Create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal
- Explain the types of information that can be found on product labels.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day

- Student “Wellness” Journal
- Prepared healthy snack
- Display of balanced meal
- Created a plate of food with appropriately listed foods in each category using the Choose My Plate Guide

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity
- Display cut out foods on a plate from magazines and create a balanced meal

Suggested Activities:

- Prepare a healthy snack
- Using local fast-food chains and restaurants, create a chart listing healthy food choices and explain why they are healthy
- Create a class graph by food group using Kidspiration and using the Choose My Plate Guide
- Examine the school cafeteria menu for a week and organize it into a food group chart or graph
- Create your own ideal school cafeteria menu based on Choose My Plate’s daily food plan <http://www.choosemyplate.gov/downloads/DailyFoodPlanWorksheetSAMPLE.png>
- List and sort the foods consumed over a week. Place them into the appropriate Choose My Plate category.

Learning Resources

Websites:

- <http://kidshealth.org/kid/htbw/>
- <http://www.inspiration.com/kidspiration>
- <http://nutritionforkids.com/>
- <http://www.superkidsnutrition.com/>
- <http://www.choosemyplate.gov/>
- Pd360
- You tube
- KidBiz

Video:

- <http://www.youtube.com/watch?v=bNpTPX5gylQ> (The Nutrition Song)
- <http://www.brainpop.com/health/nutrition/nutrition/>

Books:

- *How to Teach Nutrition to Kids [Book]by Connie Liakos Evers*
- *Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library) by Tish Rabe and Aristides Ruiz*
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids! by Edward Miller*
- *The Berenstain Bears and Too Much Junk Food by Stan Berenstain and Jan Berenstain*

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, magazines, computer, various foods, food product labels

Unit 4

Unit Plan

Grade: 3
Unit: 4 Social & Emotional Health

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.4.E.1: Compare and contrast how individuals and families attempt to address basic human needs.

2.1.4.E.2: Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

2.1.4.E.3: Determine ways to cope with rejection, loss, and separation.

2.1.4.E.4: Summarize the causes of stress and explain ways to deal with stressful situations

Enduring Understandings:

- *Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.*
- *Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.*

Essential Questions:

- *How do families and individuals address basic human needs?*
- *Define the following: violence, harassment, gang violence, discrimination, and bullying*
- *What causes stress? How can we deal with stress?*

Learners will know:

- How families and individuals address basic human needs
- The definition of violence, harassment, gang violence, discrimination, and bullying
- How to identify what makes you stressed, how to realize you're getting stressed before it's too late, and ways of coping with it will make you less likely to get stressed out.
- Being healthy (exercise, proper nutrition and rest) can help you deal with stressful situation.

Learners will be able to:

- Identify how families and individuals address basic human needs
- Identify common stressors
- Explain healthy ways of coping with common stressful situations experienced by children.
- Define violence, harassment, gang violence, discrimination, and bullying

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play various situations
- Charades
- Class garden/pet
- Group Storytelling
- Silent Ball
- Move to the Music
- Deep Breathing
- Moving Meditation
- Visual Imagery
- Paper Mosaics
- Journaling

Learning Resources

Websites:

- *Pd360*
- *You tube*

- <http://www.youtube.com/watch?v=MkCO8ZtDQzE>
- <http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf>
- www.Pacerkidsagainstbullying.org
- <http://facs.pppst.com/bullying.html>

Books:

- *How Full Is Your Bucket? For Kids* ~ Tom Rath
- [*Have You Filled a Bucket Today?*](#) ~ Carol McCloud
- [*Be Happy!: A Little Book for a Happy You*](#) ~ Monica Sheehan

Program:

- www.kimochis.com

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 5

Unit Plan

Grade: 3

Subject Area: Health

Unit: 5 Communication, Decision Making, & Character Education **Anticipated time frame:** 4 weeks

Desired Outcomes

Standards addressed:

- 2.2.4.A.1.** Demonstrate effective interpersonal communication in health- and safety-related situations.
- 2.2.4.A.2** Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- 2.2.4.B.1** Use the decision-making process when addressing health-related issues.
- 2.2.4.B.2.** Differentiate between situations when a health-related decision should be made independently or with the help of others.
- 2.2.4.B.3.** Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
- 2.2.4.B.4.** Develop a personal health goal and track progress.
- 2.2.4.C.1.** Determine how an individual's character develops over time and impacts personal health.
- 2.2.4.C.2.** Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
- 2.2.4.C.3.** Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
- 2.2.4.D.1.** Explain the impact of participation in different kinds of service projects on community wellness.

Enduring Understandings:

- *Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.*
- *Decision-making can be affected by a variety of influences that may not be in a person's best interest.*

Essential Questions:

- *How can you express needs, wants, and feelings?*
- *What is a decision?*
- *Why should you think before acting?*
- *How do outside factors like parents and television influence health?*
- *Why is it important to develop a personal health goal and track progress?*
- *Why are the core ethical values (such as respect, empathy, civic mindedness, and good citizenship) important?*
- *What is the impact of participation in different kinds of service projects on community wellness?*

Learners will know:

- How to express needs, wants, and feelings in health- and safety-related situations.
- Explain what a decision and decision making process are
- How to relate decision-making by self and others to one's health.
- Parents, peers, technology, culture, and the media influence health decisions.
- The core ethical values
- The impact of participation in different kinds of service projects on community wellness.

Learners will be able to:

- How to express needs, wants, and feelings
- Make decisions based on the decision making process
- Explain how some decisions affect their or other's health
- Understand that outside factors influence health
- Develop a personal health goal
- Identify the core ethical values
- Explain the impact of participation in different kinds of service projects on community wellness.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan**Anticipated sequence of activities for beginning/during/after unit:**

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry

- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a Superhero: Children can create their own hero based on the core ethical values (such as respect, empathy, civic mindedness, and good citizenship)
- Class read aloud
- The Crumpled Piece of Paper

"The teacher gave each student a clean crisp sheet of paper. She then instructed the class to crumble up the piece of paper, toss it around, get angry with it, and stomp on it. After which, she told the students to return to their seats (with their piece of paper), flatten it out on the top of their desks, making it as flat and perfect as they can, and finally, apologize to the paper. When all the students had done their best to iron out the paper and apologize to it, the teacher picked up the paper on the first classmates desk, held it up so the entire class could see it and said: If this piece of paper had been another person, and you had done all those things to him or her, by making them feel less than perfect (through your words or actions), these are the scars you would leave. That person would never be the same, no matter how many times you tell them you are sorry, no matter how many times you try to smooth things out..."

- Visit a nursing home giving each of the patients a "Thinking of You" card. After the class field trip, record in their health journal how they felt they made a positive impact.
- Brainstorm projects the class could organize that would positively impact others, make a plan and complete the plan. For example: feeding the hungry - collect canned goods and distribute to soup kitchens.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://webtech.kennesaw.edu/jcheek3/chared.htm>
- <http://www.livingvalues.net/books/pdf-downloads/lvac3-7i.pdf> (**tons** of great activities)

Books:

- *How Full Is Your Bucket? For Kids ~ Tom Rath*

- [*Have You Filled a Bucket Today?*](#) ~ Carol McCloud
- [*Be Happy!: A Little Book for a Happy You*](#) ~ Monica Sheehan
- [*Monster Manners*](#) by Bethany Roberts

Program:

- www.kimochis.com

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 6

Unit Plan

Grade: 3

Unit: 6 Disease & Health Conditions

Subject Area: Health

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.4.C.1: Explain how most diseases and health conditions are preventable.

2.1.4.C.2: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.

2.1.4.C.3: Explain how mental health impacts one's wellness.

2.2.4.E.1. Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

2.2.4.E.2. Explain when and how to seek help when experiencing a health problem.

Enduring Understandings:

- *Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday life.*
- *Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.*

Essential Questions:

- *How are most diseases and health conditions preventable?*
- *How does the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions?*
- *How would you seek help when experiencing a health problem?*

Learners will know:

- How most diseases and health conditions are preventable
- How the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions
- How to seek help when experiencing a health problem

Learners will be able to:

- Explain most diseases and health conditions are preventable
- List examples of how the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions
- Explain how to seek help when experiencing a health problem

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create visual for how to properly wash your hands
- Create a superhero germ fighter
- Have the nurse come to class as a guest speaker about germ fighting
- Class read aloud
- Create a poster with ways of preventing disease
- Explain most diseases and health conditions are preventable
- In a small group, list examples of how the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions, then each team can create a brochure about the use of each precautionary measure
- Create a video or song explaining how to seek help when experiencing a health problem

Learning Resources

Websites:

- Pd360
- You tube
- <http://www.youtube.com/watch?v=C4pAjf3PsUY>
- http://www.pbs.org/teachers/files/pdf/PBS_Disease-Prevention_resources.pdf (great resource filled with videos, lesson plans, articles, and interactive sites)
- <http://www.bam.gov/> (great interactive website for kids)

Books:

- *Germs! Germs! Germs! By, Bobbi Katz*
- *Oh the Things You Can Do That Are Good for You! By, Tish Rabe*
- *Germs Make Me Sick! By, Melvin Berger*

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above

Unit 7

Unit Plan

Grade: 3

Unit: 7 Medicine, Drugs, & Addiction

Subject Area: Health

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.3.4.A.1. Distinguish between over-the-counter and prescription medicines.

2.3.4.A.2. Determine possible side effects of common types of medicines.

2.3.4.B.1. Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.

2.3.4.B.2. Compare the short- and long-term physical effects of all types of tobacco use.

2.3.4.B.3. Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

2.3.4.B.4. Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.

2.3.4.B.5. Identify the short- and long- term physical effects of inhaling certain substances.

2.3.4.C.1. Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.4.C.2. Differentiate between drug use, abuse, and misuse.

2.3.4.C.3. Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

Enduring Understandings:

- *Medicine must be used correctly in order to be safe and have the maximum benefit.*
- *Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.*
- *There are common indicators, stages and influencing factors of chemical dependency.*

Essential Questions:

- *Why is it illegal to use or possess certain drugs/substances?*
- *What are possible consequences for using or possessing certain drugs/substances?*
- *What is the difference between drug use, abuse, and misuse?*
- *How do advertising, peer pressure, and home environment influence children to experiment with alcohol, tobacco, and other drugs?*

Learners will know:

- The difference between over-the-counter and prescription medicines.
- Possible side effects of common types of medicines.
- Why it is illegal to use or possess certain drugs/substances and the

Learners will be able to:

- Explain the difference between over-the-counter and prescription medicines.
- List possible side effects of common types of medicines.
- Explain why it is illegal to use or possess certain drugs/substances and the

possible consequences.

- Signs that a person might have an alcohol, tobacco, and/or drug use problem.
- The difference between drug use, abuse, and misuse.

possible consequences.

- Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- Explain the difference between drug use, abuse, and misuse.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a T-chart explaining the difference between over-the-counter and prescription medicines.

- Create brochures with different common medicines and their possible side effects
- Create a poster, cartoon, or another visual illustrating some short- and long-term physical effects of all types of tobacco use.
- Compose a song or rap “Saying no to drugs”

Learning Resources

Websites:

- Pd360
- You tube
- KidBiz
- <http://www.drpbody.com/drugs.html>
- <http://www.dare.com/home/default.asp>
- <http://facs.pppst.com/drugs.html>
- http://free.ed.gov/subjects.cfm?subject_id=61&res_feature_request=1

Books:

- *Daddy Doesn't Have to Be a Giant Anymore* by Thomas Jane Resh
- *Kids' Power Too: Words To Grow By* by Cathey Brown, Betty LaPorte and Jerry Moe
- *My Dad Loves Me, My Dad has a Disease* by Claudia Black

Program:

- D.A.R.E. America

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above

Unit 8

Unit Plan

Grade: 3

Unit: 8 Human Sexuality & Relationships

Subject Area: Health

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.4.4.A.1. Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.

2.4.4.A.2. Explain why healthy relationships are fostered in some families and not in others.

2.4.4.B.1. Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

2.4.4.C. 2. Relate the health of the birth mother to the development of a healthy fetus.

2.4.4.C.1. Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.

Enduring Understandings:

- *Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.*
- *Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships.*
- *Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.*

Essential Questions:

- *How do families typically share common values, provide love and emotional support, and set boundaries and limits?*
- *Why are healthy relationships fostered in some families and not in others?*
- *What are the physical, social, and emotional changes occurring at puberty and why does puberty begin and end at different ages?*
- *How does the health of the birth mother relate to the development of a healthy fetus?*

Learners will know:

- How families typically share common values, provide love and emotional support, and set boundaries and limits.

Learners will be able to:

- Explain how families typically share common values; provide love and emotional support, and set boundaries

- Why healthy relationships are fostered in some families and not in others.
- The physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- To relate the health of the birth mother to the development of a healthy fetus.

and limits.

- Explain why healthy relationships are fostered in some families and not in others.
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- Relate the health of the birth mother to the development of a healthy fetus.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Create a list of the characteristics of a friend. Come together to discuss and generate a

class list of the characteristics of a friend.

- Write to a pen-pal to build a relationship with a student in another region of the world to compare family structures, culture and traditions, environment and living conditions, and interests.
- Brainstorm safe and unsafe ways to show affection and caring. Create a T-chart demonstrating these ways.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- *KidBiz*
- <http://www2.scholastic.com/browse/article.jsp?id=3121> (resources for teachers)
- http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre_overview

Books:

- *Around the World Series” by Ann Morris*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above*

Unit 1

Unit Plan

Grade: 3

Unit: 1 Physical Fitness/Track & Field

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Enduring Understandings:

- *Understanding the physical, social, emotional, and intellectual benefits of regular physical activity, along with the amount of control factors such as heredity and training influence personal fitness will help guide us to better integrate physical fitness into everyday routines to support our overall wellness.*

Essential Questions:

- *What are some physical benefits to daily physical fitness?*
- *What are the five components of health-related fitness?*
- *How can setting goals help me be healthy?*
- *How can training and diet affect my personal fitness?*

Learners will know:

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
- The importance of being active daily.
- Participate in a physical fitness assessment measuring strength, agility, flexibility and cardiovascular endurance.
- How to set attainable fitness goals.

Learners will be able to:

- Learners will be able to list physical benefits to daily physical fitness.
- Learners will be able to list the five health-related components of fitness.
- Learners will be able to set an attainable fitness goal to achieve.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Goal Setting
- Track and Field events
- Physical Fitness Assessment such as the President’s Challenge or Fitnessgram

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement skills** to support wellness such as: breathing techniques, walking meditation, yoga, tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (**Programs**) the mileage club, the president’s challenge
- **Aerobics**
- **Circuit Training** (such as CrossFit Kids)
- **Track & Field Events** such as: Short distance run (100/200 meter), long distance walk/run

(600-1200 meter), relays, softball throw for distance, standing broad jump, running long jump, hurdles

- **Listening Skills and Safety Awareness:** Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- www.fitnessgram.net/
- <https://www.presidentschallenge.org/>
- <http://www.fitnessfinders.net/>
- <http://www.fitnessfinders.net/Mileage-Club-s/3.htm>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*

Equipment:

- *Cones, hurdles, track, music, steps, tug-of-war rope, softball*

Other Materials:

- *Stop watches*

Unit 2

Unit Plan

Grade: 3
Unit: 2 Team Sports

Subject Area: Physical Education
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.2.A.4. Correct movement errors in response to feedback.
- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Soccer or Flag Football

Suggested Activities:

Soccer

- Teach and practice the following skills: kicking, passing, dribbling, trapping, goal tending
- Explain field positions
- Skill and drill activities
- Scrimmage and modified game play

Flag Football

- Teach and practice the following skills: passing, receiving, kicking, punting, running the ball

- Explain field positions
- Skill and drill activities
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- *Flags, Nerf footballs, goals, cones, soccer balls, foam soccer balls, small pop-up soccer goals*

Other Materials:

- *stopwatch*

Unit 3

Unit Plan

Grade: 3

Subject Area: Physical Education

Unit: 3 Gymnastics and Developmental Activities

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.4.A.1. Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.4. Correct movement errors in response to feedback and explain how the change improves performance.

2.5.4.C.2. Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.6.4.A.1. Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2. Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

Enduring Understandings:

- *Understanding body awareness, appreciating yours and others physical limitations, and having self-confidence aids the learner in beginning to develop muscular strength, flexibility, and endurance.*

Essential Questions:

- *What are different warm up and cool down exercises to use during physical activity?*
- *What are important safety rules to listen to during gymnastics, and why are these rules important to follow?*

Learners will know:

- The importance of a proper warm up and cool down before and after physical activity
- Movement skills such as cartwheels and headstands
- Safety rules to use in an active environment
- The importance of being active daily

Learners will be able to:

- Learners will be able to demonstrate warm up and cool down activities
- Learners will be able to demonstrate cartwheels and headstands
- Learners will be able to state the importance of following rules during physical activity

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement Skills** to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), stretching
- **Warm-up/Cool Down Activities**
- **Locomotor Skills:** (movements) walk, run, sliding, jump, hop, skip, leap, gallop
(activities) animal walk, relay races, walking for fitness club, jumping jacks
- **Non-Locomotor Skills:** (movements) stretch, twist, bend, swing, pull, push, turn
(activities) yoga, tai chi, stretching, warm ups

- **Tripods & headstands**
- **Mule kicks**
- **Cartwheels**
- **Individual & Partner Balancing Stunts**
- **Obstacle Courses**
- **Exercises for each physical fitness component:** shuttle run, animal walking, walking, running, jogging, push-ups, bridges, toe touches, abdominal exercises

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.fitnessfinders.net/>
- <http://fairviewpe.blogspot.com/>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*
- *Gymnastics for Children with Amy Eggleston*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*

- *Mindful Movements: Ten Exercises for Well-Being* by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)
- *The Gymnastics Book: The Young Performer's Guide to Gymnastics (Young Performer's Guide)* by, Elfi Schlegel

Equipment:

- *Hula hoops, bean bags, cones, Frisbee, yoga mats, individual rugs/mats, chairs, balance beams, incline mats, large floor mats*

Unit 4

Unit Plan

Grade: 3
Unit: 4 Team Sports

Subject Area: Physical Education
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.2.A.4. Correct movement errors in response to feedback.

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Basketball or Volleyball

Suggested Activities:

Basketball

- Teach and practice the following skills: passing, dribbling, shooting
- Explain court positions, rules of the game
- Skill and drill activities
- Scrimmage and modified game play

Volleyball

- Teach and practice the following skills: serving, volley, bump, rotation

- Explain different rotations
- Explain boundaries and rules
- Skill and drill activities
- Newcomb
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- *Trainer volleyballs, volleyball nets, basketball nets, cones, basketballs, ball pump*

Unit 5

Unit Plan

Grade: 3

Subject Area: Physical Education

Unit: 5 Rhythmic Activities & Dance

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.4.A.1. Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *What different apparatuses can you use to respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style?*

Learners will know:

- To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style

Learners will be able to:

- Demonstrate a response to music using different apparatus
- Demonstrate a line dance such as the Electric Slide and a square dance

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Line dance, use of a variety of apparatus

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Apparatus:** hoops, ribbons, limbo stick, parachute, drums, lummi sticks, balls, ropes, wands
- **Zumba for Kids**
- **Rhythmic Exercises:** marching, aerobics
- **Simple Folk, Square, & Line Dances**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *Denise Austin's Fit Kids*

- *6 Fit Kids' Fitness Workouts for Children*
- *Kidz Bop: Dance Moves*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *The Hockey-Pokey*
- *The Chicken Dance*
- *Kids in Motion by, Greg & Steve*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, drums, hoops, ribbons, limbo stick, parachute, lummi sticks, balls, ropes, wands*

Unit 6

Unit Plan

Grade: 3
Unit: 6 Team Sports

Subject Area: Physical Education
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.2.A.4. Correct movement errors in response to feedback.
- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Basketball or Volleyball

Suggested Activities:

Basketball

- Teach and practice the following skills: passing, dribbling, shooting
- Explain court positions, rules of the game
- Skill and drill activities
- Scrimmage and modified game play

Volleyball

- Teach and practice the following skills: serving, volley, bump, rotation

- Explain different rotations
- Explain boundaries and rules
- Skill and drill activities
- Newcomb
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- *Trainer volleyballs, volleyball nets, basketball nets, cones, basketballs, ball pump*

Unit 7

Unit Plan

Grade: 3

Unit: 7 Low Organized Games & Activities

Subject Area: Physical Education

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

Enduring Understandings:

- *Understanding health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*
- *Understanding that following rules, simple strategies, and practicing helps improve skill.*
- *Understanding that attitude impacts physical performance, and positive behavior should be demonstrated in winning and losing situations to opposing players and same-team peers.*

Essential Questions:

- *What are characteristics of good sportsmanship?*
- *How do rules help keep players safe during physical activity?*
- *What are some social benefits of daily physical activity?*
- *What are the components of skill-related fitness?*

Learners will know:

- The importance of listening, following directions, and safety rules to use in an active environment
- The importance of showing good sportsmanship during activities
- The components of skill-related fitness

Learners will be able to:

- Explain how rules keep players safe during physical activity
- List characteristics of good sportsmanship
- List examples of social benefits of daily physical activity
- Explain the components of skill-related fitness

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Chasing, Fleeing, and Dodging Games** such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc...
- **Scooter Games** such as: Scootermania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships
- **Parachute Games** such as: Parachute Washing Machine, Parachute Trip

(All Change): Teacher calls out birthday months, numbers, colours. Children swap places under the chute before it falls to earth. Make sure that those who remain around the edge allow the canopy to fall rather than pulling it down hard.

(Cat and Mouse): Everyone holds the chute stretched out at about waist height. Someone becomes a mouse and goes underneath. Someone else becomes a cat and goes on top. The rest of the group tries to hide the mouse by moving the chute up and down.

(Rollerball): Everyone holds the chute taut. Place a football near the edge. Try to make the ball roll around the edge of the chute. To do this, someone starts the ball rolling. As it comes towards you, you lower the edge you are holding, and as it goes pass you raise your edge.

(Mushroom): On the count of three children raise their arms, lifting the chute over their heads, pulling the chute behind them sitting down with their bottoms on the edge of the chute.

(Popcorn): Place a number of beanbags on the chute. Children shake the chute to make them rise like popcorn.

- **Ball Games:** 3-Ball, Crab Soccer, Bridge Ball, Name-It Ball
- **Mixed Activities:** Steal the Bacon, Five Pin Soccer, relay games, net games, cageball, agility games, jump roping
- **Circuits**
- **Obstacle Course**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.woodlands-junior.kent.sch.uk/parachute.html> (parachute games)
- <http://www.ultimatecampresource.com/site/camp-activities/tag-games.page-1.html> (tag games)
- <http://www.buzzle.com/articles/obstacle-course-ideas.html> (obstacle course ideas)
- Pd360

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Equipment:

- Parachute, beanbags, scooters, cones, yoga mats or small area rugs, bouncy balls, bases, chalk, foam balls, soccer balls, Frisbee, nets

Other Materials:

- notebooks

Unit 8

Unit Plan

Grade: 3

Unit: 8 Team Sports

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.2.A.4. Correct movement errors in response to feedback.

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Softball

Suggested Activities:

Softball

- Teach and practice the following skills: throwing, catching, fielding, batting, base running
- Pitching
- Explain field positions
- Skill and drill activities
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- Cones, batting tee, softball gloves, bases, soft hands, helmets, bats, 12 inch softballs

Unit 9

Unit Plan

Grade: 3

Unit: 9 Physical Fitness/Track & Field

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Enduring Understandings:

- *Understanding the physical, social, emotional, and intellectual benefits of regular physical activity, along with the amount of control factors such as heredity and training influence personal fitness will help guide us to better integrate physical fitness into everyday routines to support our overall wellness.*

Essential Questions:

- *What are some physical benefits to daily physical fitness?*
- *What are the five components of health-related fitness?*
- *How can setting goals help me be healthy?*
- *How can training and diet affect my personal fitness?*

Learners will know:

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
- The importance of being active daily.
- Participate in a physical fitness assessment measuring strength, agility, flexibility and cardiovascular endurance.
- How to set attainable fitness goals.

Learners will be able to:

- Learners will be able to list physical benefits to daily physical fitness.
- Learners will be able to list the five health-related components of fitness.
- Learners will be able to set an attainable fitness goal to achieve.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Goal Setting
- Track and Field events
- Physical Fitness Assessment such as the President’s Challenge or Fitnessgram

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement skills** to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (**Programs**) the mileage club, the president’s challenge
- **Aerobics**
- **Circuit Training** (such as CrossFit Kids)

- **Track & Field Events** such as: Short distance run (100/200 meter), long distance walk/run (600-1200 meter), relays, softball throw for distance, standing broad jump, running long jump, hurdles
- **Listening Skills and Safety Awareness:** Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- www.fitnessgram.net/
- <https://www.presidentschallenge.org/>
- <http://www.fitnessfinders.net/>
- <http://www.fitnessfinders.net/Mileage-Club-s/3.htm>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan*

Andrews (Oct 1, 2003)

- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*

Equipment:

- *Cones, hurdles, track, music, steps, tug-of-war rope, softball*

Other Materials:

- *Stop watches*

LONG BRANCH PUBLIC SCHOOLS



Comprehensive Health & Physical Education Curriculum Guide 4th Grade

2012-2013
LONG BRANCH PUBLIC SCHOOLS
Long Branch, New Jersey

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Table of Contents

	<u>Page</u>
Introduction	5

Units of Study

Unit 1 Comprehensive Health	12
Unit 2 Comprehensive Health	16
Unit 3 Comprehensive Health	20
Unit 4 Comprehensive Health	24
Unit 5 Comprehensive Health	28
Unit 6 Comprehensive Health	33
Unit 7 Comprehensive Health	37
Unit 8 Comprehensive Health	42
Unit 1 Physical Education	47
Unit 2 Physical Education	52
Unit 3 Physical Education	56
Unit 4 Physical Education	61
Unit 5 Physical Education	65
Unit 6 Physical Education	69

Unit 7 Physical Education	73
Unit 8 Physical Education	77
Unit 9 Physical Education	81

Course Introduction

Comprehensive Health & Physical Education focus on preparing the students to lead an active and productive lifestyle. Physical education is an essential and integral part of the total education program. Quality physical education programs promote the physical growth and development of all students contributing to their general health and wellness.

The goals of this program are to:

- Develop motor skills that allow for safe, successful and satisfying participation in physical activities.
- Develop the whole child by promoting good character through providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Reinforce knowledge learned in other subject areas such as science, math and social studies.
- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources.
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Help children become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences.
- Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Assessments

Students will be assessed formally and informally throughout their experiences in health and physical education. Assessments will vary according to the grade-level standards. For grading purposes, the physical education department will utilize the standards-based report

card (K-5) or the universal grading system (6-12) that the school district has implemented.

New Jersey Legislative Statutes Summary

• **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**

Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

• **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

• **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**

Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

• **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

• **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the

curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

• **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

• **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

• **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education

and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

• **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

• **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

o Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.

o Fully address myths and misunderstandings regarding organ and tissue donation.

o Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.

o Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

• **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program.

Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

• **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

MONTHLY THEMES:

Physical Education Unit

Fourth Grade

September	Physical Fitness/Track & Field
October	Team Sports
November	Gymnastics & Developmental Activities
December	Team Sports
January	Aerobics(Rhythmic Activities & Dance)
February	Team Sports

March	Low Organized Games & Activities
April	Low Organized Games & Activities
May	Team Sports
June	Physical Fitness/Track & Field

Comprehensive Health Unit

Fourth Grade

September	Safety
October	Personal Growth & Development
November	Nutrition
December	Nutrition
January	Social & Emotional Health
February	Communication, Decision Making, & Character Education
March	Disease & Health Conditions
April	Medicines, Drugs, & Addiction
May	Medicines, Drugs, & Addiction
June	Human Sexuality & Relationships

Unit 1

Unit Plan

Grade: 4
Unit: 1 Safety

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.4.D.1: Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2.1.4.D.2: Summarize the various forms of abuse and ways to get help.

2.1.4.D.3: Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.

2.1.4.D.4: Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.

Enduring Understandings:

- *Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.*
- *Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.*

Essential Questions:

- *What is the difference between healthy and unhealthy risks?*
- *What do you do when someone was poisoned? How can we help avoid accidental poisoning?*
- *How does cyber-bullying affect our society?*

Learners will know:

- The characteristics of safe and unsafe situations, and develop strategies to reduce the risk of injuries at home, school, and community.
- The signs of various forms of abuse (bullying for example) and ways to get help

Learners will be able to:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- Model how to take care of someone who is choking, being poisoned, burning, bleeding and other common injuries.
- Summarize various forms of abuse and ways to get help

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Role play to care for injured individual

- Artwork, displays, or presentations

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play scenarios showing healthy and unhealthy risks
- Create play/presentation video telling other students what to do in unsafe situations
- Model how to take care of a someone choking/being poisoned
- Create display or presentation of safety hazards in the home

Learning Resources

Websites:

- Pd360
- You tube
- <http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need>
- <http://www.teachersfirst.com/spectopics/firepreventionandsafety.cfm>
- <http://www.sparky.org/>
- <http://www.pacerkidsagainstbullying.org/>
- <http://www.stopbullying.gov/kids/>
- <http://www.youtube.com/watch?v=7-X3Pu20w24> (LBMS Video)

Books:

- *Ride Right: Bicycle Safety*

- *Bicycle Safety by Lisa M Herrington*
- *Uncomfortable Secrets. a Children's Book That Will Help Prevent Abuse by Paulina Ponce, Stephanie Halfen*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, computer*

Unit 2

Grade: 4
Unit: 2 Personal Growth

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- 2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
- 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.
- 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

Enduring Understandings:

- *Health choices and behaviors have a profound impact on personal, family, community, and global wellness.*

Essential Questions:

- *How do personal health choices impact our own health as well as the health of others?*
- *What are healthy ways of dealing with stress?*

Learners will know:

- The relationship of personal health practices and behaviors on an individual's body systems.
- Ways to cope with rejection, loss, and separation
- The causes of stress and ways to deal with stressful situations

Learners will be able to:

- Determine the relationship of personal health practices and behaviors on an individual's body systems.
- List at least one example of how one person's health practices can affect the health of another person.
- List at least one way to cope with rejection, loss, and separation
- Summarize the causes of stress and list ways to deal with stressful situations

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day

- Student “Wellness” Journal
- Role play stressful situations dealing with rejection, loss, and separation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Explore methods of coping with stress such as: breathing techniques, walking meditation, yoga, tai chi
- Role play stressful situations dealing with rejection, loss, and separation
- Have students create games such as concentration where students would match a personal health practice to possible effects on themselves and others

Learning Resources

Websites:

- <http://science.pppst.com/humanbody/bodyparts.html>
- Pd360
- You tube

Video:

- *YogaKids: Educating The Whole Child Through Yoga* by Marsha Wenig and Susan Andrews (Oct 1, 2003)
- *Power Animal Frolics--Tai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear,*

Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*
- *Body Parts by, Bev Schumacher*

Other Materials:

- *Notebooks, pencils, crayons, index cards*

Unit 3

Unit Plan

Grade: 4
Unit: 3 Nutrition

Subject Area: Health
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.1.4.B.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.1.4.B.2: Differentiate between healthy and unhealthy eating practices.

2.1.4.B.3: Create a healthy meal based on nutritional content, value, calories, and cost.

2.1.4.B.4: Interpret food product labels based on nutritional content.

Enduring Understandings:

- *Making healthy eating choices is an important part of achieving and sustaining wellness.*
- *Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.*

Essential Questions:

- What are the main differences between the six classes of nutrients?
- What can a nutrition label tell us about that food item and why is it important?
- How is a balanced meal important?

Learners will know:

- The skills necessary and knowledge necessary to make nutritious food choices and promote healthy habits.
- How to differentiate between healthy and unhealthy eating patterns.
- The types of information that can be found on product labels.

Learners will be able to:

- Recognize the Choose My Plate Guide and recommended daily servings for healthy eating behaviors.
- Create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal
- Explain the types of information that can be found on product labels.
- Identify the six (6) classes of nutrients
- (i.e. carbohydrate, fat, protein, vitamin, mineral and water).

Assessment Evidence

- Teacher observation
- Student/Teacher Conference

- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Prepared healthy snack or meal
- Display of balanced meal
- Created a plate of food with appropriately listed foods in each category using the Choose My Plate Guide

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity
- Display cut out foods on a plate from magazines and create a balanced meal

Suggested Activities:

- Prepare a healthy snack or meal
- Create a healthy menu for breakfast, lunch, and dinner.
- Using menus from local fast-food chains and restaurants compare nutrition information available
- Create a class graph by food group using Kidspiration and using the Choose My Plate Guide
- Examine the school cafeteria menu for a week and organize it into a food group chart or graph
- Create your own ideal school cafeteria menu based on Choose My Plate’s daily food

plan <http://www.choosemyplate.gov/downloads/DailyFoodPlanWorksheetSAMPLE.png>

- List and sort the foods consumed over a week. Place them into the appropriate Choose My Plate category, then create a/an individual/class/team graph on Kidspiration or using Microsoft Excel

Learning Resources

Websites:

- <http://kidshealth.org/kid/htbw/>
- <http://www.inspiration.com/kidspiration>
- <http://nutritionforkids.com/>
- <http://www.superkidsnutrition.com/>
- <http://www.choosemyplate.gov/>
- Pd360
- You tube
- KidBiz

Video:

- <http://www.youtube.com/watch?v=bNpTPX5gylQ> (The Nutrition Song)
- <http://www.brainpop.com/health/nutrition/nutrition/>

Books:

- *How to Teach Nutrition to Kids [Book]* by Connie Liakos Evers
- *Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library)* by Tish Rabe and Aristides Ruiz
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids!* by Edward Miller
- *The Bernstein Bears and Too Much Junk Food* by Stan Bernstein and Jan Bernstein

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, magazines, computer, various foods, food product labels

Unit 4

Unit Plan

Grade: 4

Unit: 4 Social & Emotional Health

Subject Area: Health

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.4.E.1: Compare and contrast how individuals and families attempt to address basic human needs.

2.1.4.E.2: Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

2.1.4.E.3: Determine ways to cope with rejection, loss, and separation.

2.1.4.E.4: Summarize the causes of stress and explain ways to deal with stressful situations

Enduring Understandings:

- *Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.*
- *Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.*

Essential Questions:

- *How do families and individuals address basic human needs?*
- *Define the following: violence, harassment, gang violence, discrimination, and bullying*
- *What causes stress? How can we deal with stress?*

Learners will know:

- How families and individuals address basic human needs
- The definition of violence, harassment, gang violence, discrimination, and bullying
- How to identify what makes you stressed, how to realize you're getting stressed before it's too late, and ways of coping with it will make you less likely to get stressed out.
- Being healthy (exercise, proper nutrition and rest) can help you deal with stressful situation.

Learners will be able to:

- Identify how families and individuals address basic human needs
- Identify common stressors
- Explain healthy ways of coping with common stressful situations experienced by children.
- Define violence, harassment, gang violence, discrimination, and bullying

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities

- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play various situations
- Charades
- Class garden/pet
- Group Storytelling
- Silent Ball
- Move to the Music
- Deep Breathing
- Moving Meditation
- Visual Imagery
- Paper Mosaics
- Journaling

Learning Resources

Websites:

- *Pd360*
- *You tube*

- <http://www.youtube.com/watch?v=MkCO8ZtDQzE>
- <http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf>
- www.Pacerkidsagainstbullying.org
- <http://facs.pppst.com/bullying.html>

Books:

- *How Full Is Your Bucket? For Kids* ~ Tom Rath
- [*Have You Filled a Bucket Today?*](#) ~ Carol McCloud
- [*Be Happy!: A Little Book for a Happy You*](#) ~ Monica Sheehan

Program:

- www.kimochis.com

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 5

Unit Plan

Grade: 4

Subject Area: Health

Unit: 5 Communication, Decision Making, & Character Education **Anticipated time frame:** 4 weeks

Desired Outcomes

Standards addressed:

2.2.4.A.1. Demonstrate effective interpersonal communication in health- and safety-related situations.

2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

2.2.4.B.1 Use the decision-making process when addressing health-related issues.

2.2.4.B.2. Differentiate between situations when a health-related decision should be made independently or with the help of others.

2.2.4.B.3. Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

2.2.4.B.4. Develop a personal health goal and track progress.

2.2.4.C.1. Determine how an individual's character develops over time and impacts personal health.

2.2.4.C.2. Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

2.2.4.C.3. Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

2.2.4.D.1. Explain the impact of participation in different kinds of service projects on community wellness.

Enduring Understandings:

- *Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.*
- *Decision-making can be affected by a variety of influences that may not be in a person's best interest.*

Essential Questions:

- *How can you express needs, wants, and feelings?*
- *What are the steps in the decision making process when making a decision?*
- *Why should you think before acting?*
- *How do outside factors like parents and the television influence health?*
- *Why is it important to develop a personal health goal and track progress?*
- *Why are the core ethical values (such as respect, empathy, civic mindedness, and good citizenship) important?*
- *What is the impact of participation in different kinds of service projects on community wellness?*

Learners will know:

- How to express needs, wants, and feelings in health- and safety-related situations.
- Explain what a decision and decision making process are
- How to relate decision-making by self and others to one's health.
- Parents, peers, technology, culture, and the media influence health decisions.
- The core ethical values
- The impact of participation in different kinds of service projects on community wellness.

Learners will be able to:

- How to express needs, wants, and feelings
- Make decisions based on the decision making process
- Explain how some decisions affect their or other's health
- Understand that outside factors influence health
- Develop a personal health goal and track your progress
- Explain the impact of participation in different kinds of service projects on community wellness.
- Identify the core ethical values and list examples of people in everyday life who exhibit these qualities

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan**Anticipated sequence of activities for beginning/during/after unit:**

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview

- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a Superhero: Children can create their own hero based on the core ethical values (such as respect, empathy, civic mindedness, and good citizenship))
- Class read aloud
- The Crumpled Piece of Paper

"The teacher gave each student a clean crisp sheet of paper. She then instructed the class to crumble up the piece of paper, toss it around, get angry with it, and stomp on it. After which, she told the students to return to their seats (with their piece of paper), flatten it out on the top of their desks, making it as flat and perfect as they can, and finally, apologize to the paper. When all the students had done their best to iron out the paper and apologize to it, the teacher picked up the paper on the first classmates desk, held it up so the entire class could see it and said: If this piece of paper had been another person, and you had done all those things to him or her, by making them feel less than perfect (through your words or actions), these are the scars you would leave. That person would never be the same, no matter how many times you tell them you are sorry, no matter how many times you try to smooth things out..."

- Visit a nursing home giving each of the patients a "Thinking of You" card. After the class field trip, record in their health journal how they felt they made a positive impact.
- Brainstorm projects the class could organize that would positively impact others, make a plan and complete the plan. For example: feeding the hungry - collect canned goods and distribute to soup kitchens.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://webtech.kennesaw.edu/jcheek3/chared.htm>
- <http://www.livingvalues.net/books/pdf-downloads/lvac3-7i.pdf> (**tons of great activities**)

Books:

- *How Full Is Your Bucket? For Kids* ~ Tom Rath
- [*Have You Filled a Bucket Today?*](#) ~ Carol McCloud
- [*Be Happy!: A Little Book for a Happy You*](#) ~ Monica Sheehan
- [*Monster Manners*](#) by Bethany Roberts

Program:

- www.kimochis.com

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 6

Unit Plan

Grade: 4
Unit: 6 Disease & Health Conditions

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.1.4.C.1:** Explain how most diseases and health conditions are preventable.
2.1.4.C.2: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
2.1.4.C.3: Explain how mental health impacts one's wellness.
2.2.4.E.1. Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
2.2.4.E.2. Explain when and how to seek help when experiencing a health problem.

Enduring Understandings:

- *Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday life.*
- *Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.*

Essential Questions:

- *How are most diseases and health conditions preventable?*
- *How does the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions?*
- *How would you seek help when experiencing a health problem?*

Learners will know:

- How most diseases and health conditions are preventable
- How the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions
- How to seek help when experiencing a health problem
- That certain foods can help you stay healthy prevent disease

Learners will be able to:

- Explain most diseases and health conditions are preventable
- List examples of how the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions
- Explain how to seek help when experiencing a health problem
- Explain that foods can help you stay healthy prevent disease
- List foods that can help you stay healthy prevent disease

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create visual for how to properly wash your hands
- Create a superhero germ fighter
- Have the nurse come to class as a guest speaker about communicable and non-communicable disease
- Class read aloud
- Create a poster with ways of preventing disease
- Explain most diseases and health conditions are preventable
- In a small group, list examples of how the use of precautions, waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions, then each team can create a brochure about the use of each precautionary

measure

- Create a video or song explaining how to seek help when experiencing a health problem
- Using magazine and other visuals from print media, cut out and create a few healthy meals that have disease fighting properties
- Keep a log of foods eaten by students over a period of time and analyze the information

Learning Resources

Websites:

- Pd360
- You tube
- KidBiz
- <http://www.youtube.com/watch?v=C4pAjf3PsUY>
- http://www.pbs.org/teachers/_files/pdf/PBS_Disease-Prevention_resources.pdf (great resource filled with videos, lesson plans, articles, and interactive sites)
- <http://www.bam.gov/> (great interactive website for kids)

Books:

- *The Great Katie Kate (series) by M. Maitand Deland MD*
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids! by Edward Miller*
- *Hi, I'm Adam: A Child's Book About Tourette Syndrome by Adam Buehrens*
- *The ABCs of Asthma: An Asthma Alphabet Book for Kids of All Ages by Kim Gosselin*
- *Eating Gluten-Free with Emily: A Story for Children with Celiac Disease by Bonnie J. Kruszka*

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above, magazines

Unit 7

Unit Plan

Grade: 4
Unit: 7 Medicine, Drugs, & Addiction

Subject Area: Health
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.3.4.A.1. Distinguish between over-the-counter and prescription medicines.
- 2.3.4.A.2. Determine possible side effects of common types of medicines.
- 2.3.4.B.1. Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- 2.3.4.B.2. Compare the short- and long-term physical effects of all types of tobacco use.
- 2.3.4.B.3. Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- 2.3.4.B.4. Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- 2.3.4.B.5. Identify the short- and long- term physical effects of inhaling certain substances.
- 2.3.4.C.1. Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.4.C.2. Differentiate between drug use, abuse, and misuse.
- 2.3.4.C.3. Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

Enduring Understandings:

- *Medicine must be used correctly in order to be safe and have the maximum benefit.*
- *Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.*
- *There are common indicators, stages and influencing factors of chemical dependency.*

Essential Questions:

- *Why is it illegal to use or possess certain drugs/substances?*
- *What are possible consequences for using or possessing certain drugs/substances?*
- *What is the difference between drug use, abuse, and misuse?*
- *How do advertising, peer pressure, and home environment influence children to experiment with alcohol, tobacco, and other drugs?*

Learners will know:

- The difference between over-the-counter and prescription medicines.
- Possible side effects of common types of medicines.
- Why it is illegal to use or possess certain drugs/substances and the

Learners will be able to:

- Explain the difference between over-the-counter and prescription medicines.
- List possible side effects of common types of medicines.
- Explain why it is illegal to use or possess certain drugs/substances and the

possible consequences.

- The short- and long-term physical effects of all types of tobacco use.
- The short- and long- term physical effects of inhaling certain substances.
- Signs that a person might have an alcohol, tobacco, and/or drug use problem.
- The difference between drug use, abuse, and misuse.
- How advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

possible consequences.

- Identify the short- and long-term physical effects of all types of tobacco use.
- Identify the short- and long- term physical effects of inhaling certain substances.
- Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- Explain the difference between drug use, abuse, and misuse.
- Explain how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry

- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a T-chart explaining the difference between over-the-counter and prescription medicines.
- Create brochures with different common medicines and their possible side effects
- Create a poster, cartoon, or another visual illustrating some short- and long-term physical effects of all types of tobacco use.
- Create/perform a video or skit showing the short- and long- term physical effects of inhaling certain substances.
- Discuss how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs, then analyze different video and print media that do so.
- Compose a song or rap “Saying no to drugs”

Learning Resources

Websites:

- *Pd360*
- *You tube*
- *KidBiz*
- <http://www.drpbody.com/drugs.html>
- <http://www.dare.com/home/default.asp>
- <http://facs.pppst.com/drugs.html>

- http://free.ed.gov/subjects.cfm?subject_id=61&res_feature_request=1

Books:

- *Daddy Doesn't Have to Be a Giant Anymore* by Thomas Jane Resh
- *Kids' Power Too: Words To Grow By* by Cathey Brown, Betty LaPorte and Jerry Moe
- *My Dad Loves Me, My Dad has a Disease* by Claudia Black

Program:

- *D.A.R.E. America*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above*

Unit 8

Unit Plan

Grade: 4

Unit: 8 Human Sexuality & Relationships

Subject Area: Health

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.4.4.A.1. Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.

2.4.4.A.2. Explain why healthy relationships are fostered in some families and not in others.

2.4.4.B.1. Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.

2.4.4.C. 2. Relate the health of the birth mother to the development of a healthy fetus.

2.4.4.C.1. Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.

Enduring Understandings:

- *Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.*
- *Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships.*
- *Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing and where global communication systems have extended friendships and relationships across the miles.*

Essential Questions:

- *How do families typically share common values, provide love and emotional support, and set boundaries and limits?*
- *Why are healthy relationships fostered in some families and not in others?*
- *What are the physical, social, and emotional changes occurring at puberty and why does puberty begin and end at different ages?*
- *How does the health of the birth mother relate to the development of a healthy fetus?*

Learners will know:

- How families typically share common values, provide love and emotional support, and set boundaries and limits.

Learners will be able to:

- Explain how families typically share common values; provide love and emotional support, and set boundaries

- Why healthy relationships are fostered in some families and not in others.
- The physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- To relate the health of the birth mother to the development of a healthy fetus.
- The process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.

and limits.

- Explain why healthy relationships are fostered in some families and not in others.
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- Relate the health of the birth mother to the development of a healthy fetus.
- Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)

- Project Approach Based Learning Opportunity

Suggested Activities:

- Create a list of the characteristics of a friend. Come together to discuss and generate a class list of the characteristics of a friend. Complete the activity by writing a paragraph describing a special friend. Share their writings and respond.
- Write to a pen-pal to build a relationship with a student in another region of the world to compare family structures, culture and traditions, environment and living conditions, and interests. After exchanging at least four inquiry-based emails, create digital presentations about themselves and their ePals reflecting an increased understanding of the differences and commonalities between their cultures, their environments and their lives.
- Brainstorm safe and unsafe ways to show affection and caring. Create a T-chart demonstrating these ways.
- Engage in a class discussion followed by watching the video, *Always Changing*. Following the movie, discuss the changes your body goes through at puberty. In teams, create a list of changes they believe will take place during puberty.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- *KidBiz*
- <http://www2.scholastic.com/browse/article.jsp?id=3121> (resources for teachers)
- http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre_overview

Video:

- *Always Changing*

Books:

- *Around the World Series” by Ann Morris*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above*

Unit 1

Unit Plan

Grade: 4

Unit: 1 Physical Fitness/Track & Field

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Enduring Understandings:

- *Understanding the physical, social, emotional, and intellectual benefits of regular physical activity, along with the amount of control factors such as heredity and training influence personal fitness will help guide us to better integrate physical fitness into everyday routines to support our overall wellness.*

Essential Questions:

- *What are some physical benefits to daily physical fitness?*
- *What are the five components of health-related fitness?*
- *How can setting goals help me be healthy?*
- *How can training and diet affect my personal fitness?*

Learners will know:

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
- The importance of being active daily.
- Participate in a physical fitness assessment measuring strength, agility, flexibility and cardiovascular endurance.
- How to set attainable fitness goals.

Learners will be able to:

- Learners will be able to list physical benefits to daily physical fitness.
- Learners will be able to list the five health-related components of fitness.
- Learners will be able to set an attainable fitness goal to achieve.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Goal Setting
- Track and Field events
- Physical Fitness Assessment such as the President's Challenge or Fitnessgram

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement skills** to support wellness such as: breathing techniques, walking meditation, yoga, tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (**Programs**) the mileage club, the president's challenge
- **Aerobics**

- **Circuit Training** (such as CrossFit Kids)
- **Track & Field Events** such as: Short distance run (100/200 meter), long distance walk/run (600-1200 meter), relays, softball throw for distance, standing broad jump, running long jump, hurdles
- **Listening Skills and Safety Awareness:** Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- www.fitnessgram.net/
- <https://www.presidentschallenge.org/>
- <http://www.fitnessfinders.net/>
- <http://www.fitnessfinders.net/Mileage-Club-s/3.htm>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*

Equipment:

- *Cones, hurdles, track, music, steps, tug-of-war rope, softball*

Other Materials:

- *Stop watches*

Unit 2

Unit Plan

Grade: 4
Unit: 2 Team Sports

Subject Area: Physical Education
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
- 2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
- 2.5.2.A.4. Correct movement errors in response to feedback.
- 2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- 2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Soccer or Field Hockey

Suggested Activities:

Soccer

- Teach and practice the following skills: kicking, passing, dribbling, trapping, goal tending
- Explain field positions
- Skill and drill activities
- Scrimmage and modified game play

Field Hockey

- Teach and practice the following skills: proper use of stick and safety equipment, passing, dribbling, driving, goal tending
- Explain field positions
- Skill and drill activities
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- *Field Hockey sticks, safety goggles, shin guards, FH balls, goals, cones, soccer balls, foam soccer balls, small pop-up soccer goals*

Other Materials:

- *stopwatch*

Unit 3

Unit Plan

Grade: 4

Unit: 3 Gymnastics and Developmental Activities

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.4.A.1. Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.4. Correct movement errors in response to feedback and explain how the change improves performance.

2.5.4.C.2. Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.6.4.A.1. Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2. Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

Enduring Understandings:

- *Understanding body awareness, appreciating yours and others physical limitations, and having self-confidence aids the learner in beginning to develop muscular strength, flexibility, and endurance.*

Essential Questions:

- *What are different warm up and cool down exercises to use during physical activity?*
- *What are important safety rules to listen to during gymnastics, and why are these rules important to follow?*

Learners will know:

- The importance of a proper warm up and cool down before and after physical activity
- Movement skills such as cartwheels and headstands
- Safety rules to use in an active environment
- The importance of being active daily

Learners will be able to:

- Learners will be able to demonstrate warm up and cool down activities
- Learners will be able to demonstrate cartwheels and headstands
- Learners will be able to state the importance of following rules during physical activity

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement Skills** to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), stretching
- **Warm-up/Cool Down Activities**
- **Locomotor Skills:** (movements) walk, run, sliding, jump, hop, skip, leap, gallop
(activities) animal walk, relay races, walking for fitness club, jumping jacks
- **Non-Locomotor Skills:** (movements) stretch, twist, bend, swing, pull, push, turn
(activities) yoga, tai chi, stretching, warm ups
- **Tripods & headstands**

- **Mule kicks**
- **Cartwheels**
- **Individual & Partner Balancing Stunts**
- **Obstacle Courses**
- **Exercises for each physical fitness component:** shuttle run, animal walking, walking, running, jogging, push-ups, bridges, toe touches, abdominal exercises

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.fitnessfinders.net/>
- <http://fairviewpe.blogspot.com/>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*
- *Gymnastics for Children with Amy Eggleston*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*
- *The Gymnastics Book: The Young Performer's Guide to Gymnastics (Young Performer's Guide) by, Elfi Schlegel*

Equipment:

- *Hula hoops, bean bags, cones, Frisbee, yoga mats, individual rugs/mats, chairs, balance beams, incline mats, large floor mats*

Unit 4

Unit Plan

Grade: 4
Unit: 4 Team Sports

Subject Area: Physical Education
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.2.A.4. Correct movement errors in response to feedback.

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Basketball, Floor Hockey, and/or Volleyball

Suggested Activities:

Basketball

- Teach and practice the following skills: passing, dribbling, shooting
- Explain court positions, rules of the game
- Skill and drill activities
- Scrimmage and modified game play

Volleyball

- Teach and practice the following skills: serving, volley, bump, rotation
- Explain different rotations
- Explain boundaries and rules
- Skill and drill activities
- Newcomb
- Scrimmage and modified game play

Floor Hockey

- Teach and practice the following skills: proper use of stick and safety equipment, passing, dribbling, shooting, goal tending
- Explain positions and rules of the game
- Skill and drill activities
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- *Trainer volleyballs, volleyball nets, basketball nets, cones, basketballs, ball pump*

Unit 5

Unit Plan

Grade: 4

Unit: 5 Rhythmic Activities & Dance

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.4.A.1. Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.2. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

2.5.4.A.3. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *What different types of dances can someone respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style?*

Learners will know:

- To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style

Learners will be able to:

- Demonstrate a response to music using different routines
- Demonstrate at least two different types of dance

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Variety of types of dance, use of a variety of apparatus

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Apparatus:** hoops, ribbons, drums, lummi sticks, balls, ropes, wands
- **Zumba** for Kids
- **Rhythmic Exercises:** marching, aerobics, Yollet
- **Folk, Square, & Line Dances**
- **Types of Dance:** Jazz, Tap, Modern, Hip-hop, Ballet, Swing, Contra, Country-Western

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- *Pd360*
- *You tube*

Video:

- *Hip Hop Animal Rock Workout*

- *Little Kicks Fitness Workout for Kids*
- *Denise Austin's Fit Kids*
- *6 Fit Kids' Fitness Workouts for Children*
- *Kidz Bop: Dance Moves*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *The Hockey-Pokey*
- *The Chicken Dance*
- *Kids in Motion by, Greg & Steve*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, drums, hoops, ribbons, limbo stick, parachute, lummi sticks, balls, ropes, wands*

Unit 6

Unit Plan

Grade: 4
Unit: 6 Team Sports

Subject Area: Physical Education
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.2.A.4. Correct movement errors in response to feedback.

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Basketball, Floor Hockey, and/or Volleyball

Suggested Activities:

Basketball

- Teach and practice the following skills: passing, dribbling, shooting
- Explain court positions, rules of the game
- Skill and drill activities
- Scrimmage and modified game play

Volleyball

- Teach and practice the following skills: serving, volley, bump, rotation
- Explain different rotations
- Explain boundaries and rules
- Skill and drill activities
- Newcomb
- Scrimmage and modified game play

Floor Hockey

- Teach and practice the following skills: proper use of stick and safety equipment, passing, dribbling, shooting, goal tending
- Explain positions and rules of the game
- Skill and drill activities
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- *Trainer volleyballs, volleyball nets, basketball nets, cones, basketballs, ball pump*

Unit 7

Unit Plan

Grade: 4

Subject Area: Physical Education

Unit: 7 Low Organized Games & Activities

Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

Enduring Understandings:

- *Understanding health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*
- *Understanding that following rules, simple strategies, and practicing helps improve skill.*
- *Understanding that attitude impacts physical performance, and positive behavior should be demonstrated in winning and losing situations to opposing players and same-team peers.*

Essential Questions:

- *What are characteristics of good sportsmanship?*
- *What are rules we use during physical activity and why are they important to follow?*
- *What are some social and emotional benefits of daily physical activity?*
- *What are the components of skill-related fitness?*

Learners will know:

- The importance of listening, following directions, and safety rules to use in an active environment
- The importance of showing good sportsmanship during activities
- The components of skill-related fitness

Learners will be able to:

- Explain how rules keep players safe during physical activity
- List characteristics of good sportsmanship
- List examples of social and emotional benefits of daily physical activity
- Explain the components of skill-related fitness

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Chasing, Fleeing, and Dodging Games** such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc...
- **Scooter Games** such as: Scootermania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships
- **Ball Games:** 3-Ball, Crab Soccer, Bridge Ball, Name-It Ball
- **Mixed Activities:** Steal the Bacon, Five Pin Soccer, relay games, net games, cageball, agility

games, jump roping

- **Circuits**
- **Obstacle Course**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.woodlands-junior.kent.sch.uk/parachute.html> (parachute games)
- <http://www.ultimatecampresource.com/site/camp-activities/tag-games.page-1.html> (tag games)
- <http://www.buzzle.com/articles/obstacle-course-ideas.html> (obstacle course ideas)
- Pd360

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Equipment:

- *Parachute, beanbags, scooters, cones, yoga mats or small area rugs, bouncy balls, bases, chalk, foam balls, soccer balls, Frisbee, nets*

Other Materials:

- *notebooks*

Unit 8

Unit Plan

Grade: 4

Unit: 8 Team Sports

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).

2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

2.5.2.A.4. Correct movement errors in response to feedback.

2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.

2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Softball

Suggested Activities:

Softball

- Teach and practice the following skills: throwing, catching, fielding, batting, base running
- Pitching
- Explain field positions
- Skill and drill activities
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- Cones, batting tee, softball gloves, bases, soft hands, helmets, bats, 12 inch softballs

Unit 9

Unit Plan

Grade: 4

Unit: 9 Physical Fitness/Track & Field

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Enduring Understandings:

- *Understanding the physical, social, emotional, and intellectual benefits of regular physical activity, along with the amount of control factors such as heredity and training influence personal fitness will help guide us to better integrate physical fitness into everyday routines to support our overall wellness.*

Essential Questions:

- *What are some physical benefits to daily physical fitness?*
- *What are the five components of health-related fitness?*
- *How can setting goals help me be healthy?*
- *How can training and diet affect my personal fitness?*

Learners will know:

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
- The importance of being active daily.
- Participate in a physical fitness assessment measuring strength, agility, flexibility and cardiovascular endurance.
- How to set attainable fitness goals.

Learners will be able to:

- Learners will be able to list physical benefits to daily physical fitness.
- Learners will be able to list the five health-related components of fitness.
- Learners will be able to set an attainable fitness goal to achieve.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Goal Setting
- Track and Field events
- Physical Fitness Assessment such as the President’s Challenge or Fitnessgram

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement skills** to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (**Programs**) the mileage club, the president’s challenge
- **Aerobics**

- **Circuit Training** (such as CrossFit Kids)
- **Track & Field Events** such as: Short distance run (100/200 meter), long distance walk/run (600-1200 meter), relays, softball throw for distance, standing broad jump, running long jump, hurdles
- **Listening Skills and Safety Awareness:** Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- www.fitnessgram.net/
- <https://www.presidentschallenge.org/>
- <http://www.fitnessfinders.net/>
- <http://www.fitnessfinders.net/Mileage-Club-s/3.htm>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*

Equipment:

- *Cones, hurdles, track, music, steps, tug-of-war rope, softball*

Other Materials:

- *Stop watches*

LONG BRANCH PUBLIC SCHOOLS



Comprehensive Health & Physical Education Curriculum Guide 5th Grade

2012-2013
LONG BRANCH PUBLIC SCHOOLS
Long Branch, New Jersey

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Table of Contents

	<u>Page</u>
Introduction	6

Units of Study

Unit 1 Comprehensive Health	12
Unit 2 Comprehensive Health	16
Unit 3 Comprehensive Health	20
Unit 4 Comprehensive Health	25
Unit 5 Comprehensive Health	29
Unit 6 Comprehensive Health	34
Unit 7 Comprehensive Health	38
Unit 8 Comprehensive Health	44
Unit 1 Physical Education	49
Unit 2 Physical Education	54
Unit 3 Physical Education	58
Unit 4 Physical Education	63
Unit 5 Physical Education	67
Unit 6 Physical Education	71

Unit 7 Physical Education	75
Unit 8 Physical Education	80
Unit 9 Physical Education	84
Unit 10 Physical Education	88

Course Introduction

Comprehensive Health & Physical Education focus on preparing the students to lead an active and productive lifestyle. Physical education is an essential and integral part of the total education program. Quality physical education programs promote the physical growth and development of all students contributing to their general health and wellness.

The goals of this program are to:

- Develop motor skills that allow for safe, successful and satisfying participation in physical activities.
- Develop the whole child by promoting good character through providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Reinforce knowledge learned in other subject areas such as science, math and social studies.
- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources.
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Help children become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences.
- Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Assessments

Students will be assessed formally and informally throughout their experiences in health and physical education. Assessments will vary according to the grade-level standards. For grading purposes, the physical education department will utilize the standards-based report

card (K-5) or the universal grading system (6-12) that the school district has implemented.

New Jersey Legislative Statutes Summary

• **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**

Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

• **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

• **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**

Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

• **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

• **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the

curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

• **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

• **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

• **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education

and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

• **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

• **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

o Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.

o Fully address myths and misunderstandings regarding organ and tissue donation.

o Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.

o Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

• **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program.

Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

• **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

MONTHLY THEMES:

Physical Education Unit

Fifth Grade

September	Physical Fitness/Track & Field
October	Team Sports
November	Gymnastics & Developmental Activities
December	Team Sports
January	Aerobics(Rhythmic Activities & Dance)
February	Team Sports

March	Low Organized Games & Activities
April	Team Sports
May	Team Sports
June	Physical Fitness/Track & Field

Comprehensive Health Unit

Fifth Grade

September	Safety
October	Personal Growth & Development
November	Nutrition
December	Nutrition
January	Social & Emotional Health
February	Communication, Decision Making, & Character Education
March	Disease & Health Conditions
April	Medicines, Drugs, & Addiction
May	Medicines, Drugs, & Addiction
June	Human Sexuality & Relationships

Unit 1

Unit Plan

Grade: 5
Unit: 1 Safety

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.1.6.D.1. Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.

2.1.6.D.2. Explain what to do if abuse is suspected or occurs.

2.1.6.D.3. Summarize the components of the traffic safety system and explain how people contribute to making the system effective.

Enduring Understandings:

- *Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others.*
- *Every student has the right to always feel safe, at home and in public, and there are measures to take when someone makes them feel unsafe.*

Essential Questions:

- *What are common causes of intentional and unintentional injuries and how do you prevent them?*
- *Define and explain the following: harassment, gang violence, discrimination, and bullying*
- *What do you do if you suspect your friend is being abused?*
- *Why is there a traffic safety system?*

Learners will know:

- The common causes of intentional and unintentional injuries and how to prevent them
- The signs of abuse, specifically:
harassment, gang violence, discrimination, and bullying and ways to prevent or stop them
- the components of the traffic safety system and how people contribute to making the system effective

Learners will be able to:

- Recognize, identify and alert adults to potentially harmful conditions/situations.
- Compare and contrast the incidence and characteristics of intentional and unintentional injuries in adolescents.
- Summarize forms of abuse, specifically:
harassment, gang violence, discrimination, and bullying and ways to prevent or stop them
- Summarize the components of the traffic safety system and explain how people contribute to making the system effective

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Role play to care for injured individual
- Artwork, displays, or presentations

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play scenarios showing harassment, gang violence, discrimination, and bullying
- Create Venn-diagram to compare and contrast the characteristics of intentional and unintentional injuries
- Create a model of the components of the traffic safety system
- Create a brochure about the different forms of harassment and where to go for help to stop them
- Using the local newspapers cut out articles and describe incidents that have occurred. Prepare defense of behavior/injury.

Learning Resources

Websites:

- Pd360

- You tube
- <http://www.scholastic.com/teachers/unit/fire-safety-resource-center-everything-you-need>
- <http://www.teachersfirst.com/spectopics/firepreventionandsafety.cfm>
- <http://www.sparky.org/>
- <http://www.pacerkidsagainstbullying.org/>
- <http://www.stopbullying.gov/kids/>
- <http://www.youtube.com/watch?v=7-X3Pu20w24> (LBMS Video)
- <http://www.stopcyberbullying.org/kids/index.html>
- <http://www.youtube.com/watch?v=QEAvouYOuoU> (cyber-bullying)

Books:

- *Uncomfortable Secrets. a Children's Book That Will Help Prevent Abuse* by Paulina Ponce, Stephanie Halfen

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, computer

Unit 2

Unit Plan

Grade: 5
Unit: 2 Personal Growth

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
- 2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Enduring Understandings:

- *Health choices and behaviors have a profound impact on personal, family, community, and global wellness.*
- *Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active life style.*

Essential Questions:

- *How do personal health choices impact our own health as well as the health of others?*
- *What is health and wellness?*
- *What contributes towards a healthy/active lifestyle?*
- *What are healthy ways of dealing with stress?*

Learners will know:

- The relationship of personal health practices and behaviors on an individual's body systems.
- That health data can be used to assess and improve each dimension of personal wellness.
- That there are different ways individuals, families, and communities coping with change, crisis, rejection, loss, or separation.
- Factors that influence the purchase of healthcare and/or personal hygiene products (such as a bicycle helmet, sun block, etc...)

Learners will be able to:

- Explain how health data can be used to assess and improve each dimension of personal wellness.
- List at least one example of how one person's health practices can affect the health of another person.
- Compare and contrast at least one example of individuals, families, and communities coping with change, crisis, rejection, loss, or separation.
- List factors that influence the purchase of healthcare and/or personal hygiene products

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Student created survey
- Student created presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Explore methods of coping with stress such as: breathing techniques, walking meditation, yoga, tai chi
- Create and conduct a survey of the school and school activities focusing on health and wellness issues
- Create/Review a “before” and “after” scenario examples of people who do and don’t take care of their body using drawings, magazine cut outs, literature extensions, etc...
- Create a podcast, video, or multi-media campaign that promotes healthy life choices

Learning Resources

Websites:

- <http://science.pppst.com/humanbody/bodyparts.html>
- http://kidshealth.org/kid/stay_healthy/
- Pd360
- You tube

Video:

- *YogaKids: Educating The Whole Child Through Yoga* by Marsha Wenig and Susan Andrews (Oct 1, 2003)
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al.* (Oct 1, 2008)

Books:

- *The ABCs of Yoga for Kids* by Teresa Power (Oct 1, 2009)
- *Mindful Movements: Ten Exercises for Well-Being* by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)

Other Materials:

- Notebooks, pencils, crayons, index cards

Unit 3

Unit Plan

Grade: 5
Unit: 3 Nutrition

Subject Area: Health
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

- 2.1.6.B.1. Determine factors that influence food choices and eating patterns.
- 2.1.6.B.2. Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6.B.3. Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6.B.4. Compare and contrast nutritional information on similar food products in order to make informed choices.

Enduring Understandings:

- *Making healthy eating choices is an important part of achieving and sustaining wellness.*
- *Food choices and eating patterns are developed at a young age, persist throughout one's lifetime, and may impact one's long-term health.*

Essential Questions:

- What are the factors that influence food choices and eating patterns?
- What does a balanced meal look like?
- What are the benefits and risks associated with nutritional choices?
- What can a nutrition label tell us about that food item and why is it important?

Learners will know:

- The factors that influence food choices and eating patterns.
- The benefits and risks associated with nutritional choices, based on eating patterns.
- How to create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- How to compare and contrast nutritional information on similar food products in order to make informed choices.

Learners will be able to:

- List the factors that influence food choices and eating patterns.
- Create a balanced meal for breakfast, lunch, and dinner, and explain why their choices of food are an important part of each meal
- Explain the benefits and risks associated with nutritional choices, based on eating patterns.
- Compare and contrast nutritional information on similar food products in order to make informed choices.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Prepared healthy snack or meal
- Display of balanced meal
- Created a plate of food with appropriately listed foods in each category using the Choose My Plate Guide
- Completed compare/contrast graphic organizer of nutritional information on two similar food products
- A multi-media presentation including interviews with students, information obtained from the blog or podcast with the other school and graphs of the data collected (from the analyzed survey data)

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity
- Display cut out foods on a plate from magazines and create a balanced meal

Suggested Activities:

- Prepare a healthy snack or meal
- Create a healthy menu for breakfast, lunch, and dinner

- Turn your class into a restaurant! Acquire plastic food and have your students serve others using the menus they created (ties in with Math- percentages, addition, multiplication, etc...)
- Using menus from local fast-food chains and restaurants compare nutrition information available
- Create a poster design with positive/negative food behaviors and their effect on individual choices.
- Compare and contrast your school cafeteria menu with another school's menu with regards to nutritional information
- Create your own ideal school cafeteria menu based on Choose My Plate's daily food plan <http://www.choosemyplate.gov/downloads/DailyFoodPlanWorksheetSAMPLE.png>
- List and sort the foods consumed over a week. Place them into the appropriate Choose My Plate category, then create a/an individual/class/team graph on Kidspiration or using Microsoft Excel
- Survey the student population about food choices and what influences those choices, or even extend the survey to students in another school (local or in another country) using a blog or podcast.
- Visit a younger classroom (Pre-K, K, 1st, 2nd grade) and demonstrate/teach those students how to prepare a healthy snack

Learning Resources

Websites:

- <http://kidshealth.org/kid/htbw/>
- <http://www.inspiration.com/kidspiration>
- <http://nutritionforkids.com/>
- <http://www.superkidsnutrition.com/>
- <http://www.choosemyplate.gov/>
- Pd360
- You tube
- KidBiz

Video:

- <http://www.youtube.com/watch?v=bNpTPX5gylQ> (The Nutrition Song)
- <http://www.brainpop.com/health/nutrition/nutrition/>

Books:

- *How to Teach Nutrition to Kids [Book]by Connie Liakos Evers*
- *Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library) by Tish Rabe and Aristides Ruiz*
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids! by Edward Miller*
- *The Berenstain Bears and Too Much Junk Food by Stan Berenstain and Jan Berenstain*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, magazines, computer, various foods, food product labels*

Unit 4

Unit Plan

Grade: 5
Unit: 4 Social & Emotional Health

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.1.6.E.1.** Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.E.2.** Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- 2.1.6.E.3.** Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Enduring Understandings:

- *Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health.*
- *Stress is a natural part of life, yet everyone has different stressors. The key is to find the methods of dealing with stress that makes you feel better.*

Essential Questions:

- *How do how personal assets and protective factors support healthy social and emotional development?*
- *What are strategies to prevent or stop violence, harassment, gang violence, discrimination, and bullying?*
- *What are some ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation?*

Learners will know:

- How personal assets and protective factors support healthy social and emotional development.
- Ways to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- Ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Learners will be able to:

- Identify ways that personal assets and protective factors support healthy social and emotional development.
- Strategies to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- Ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play various situations
- Charades
- Class garden/pet
- Group Storytelling
- Silent Ball
- Move to the Music
- Deep Breathing
- Moving Meditation
- Visual Imagery
- Paper Mosaics
- Journaling

Learning Resources

Websites:

- Pd360
- You tube
- <http://www.youtube.com/watch?v=MkCO8ZtDQzE>
- <http://www.vsacca.org/pdf/2008Presentations/LawmanStressReductionActivities.pdf>
- www.Pacerkidsagainstbullying.org
- <http://facs.pppst.com/bullying.html>

Books:

- *How Full Is Your Bucket? For Kids* ~ Tom Rath
- [*Have You Filled a Bucket Today?*](#) ~ Carol McCloud
- [*Be Happy!: A Little Book for a Happy You*](#) ~ Monica Sheehan
- [*Tear Soup*](#) by Pat Schwiebert
- [*Sad Isn't Bad: A Good-Grief Guidebook for Kids Dealing with Loss \(Elf-Help Books for Kids\)*](#) by R. W. Alley

Program:

- www.kimochis.com

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper

Unit 5

Unit Plan

Grade: 5

Unit: 5 Communication, Decision Making, & Character Education

Subject Area: Health

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.2.6.A.1. Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.2.6.A.2. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.

2.2.6.B.1. Use effective decision-making strategies.

2.2.6.B.2. Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.

2.2.6.B.3. Determine how conflicting interests may influence one's decisions.

2.2.6.B.4. Apply personal health data and information to support achievement of one's short- and long-term health goals.

2.2.6.C.1. Explain how character and core ethical values can be useful in addressing challenging situations.

2.2.6.C.2. Predict situations that may challenge an individual's core ethical values.

2.2.6.C.3. Develop ways to proactively include peers with disabilities at home

2.2.6.D.1. Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.

2.2.6.D.2. Develop a position about a health issue in order to inform peers

Enduring Understandings:

- *Character is who you are when no one is looking and can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.*
- *Decision-making can be affected by a variety of influences that may not be in a person's best interest.*

Essential Questions:

- *In what type of situation can refusal, negotiation, and assertiveness skills be used?*
- *What are effective decision-making strategies?*
- *How can character and core ethical values can be useful in addressing challenging situations?*
- *Why is it important to develop a short and long term personal health goal and track progress?*
- *What are examples of situations that may challenge an individual's core ethical values?*
- *What are the goals of various community or service-organization initiatives to determine opportunities for volunteer service?*

	<ul style="list-style-type: none"> • <i>What is your position about a health issue in order to inform peers?</i>
<p>Learners will know:</p> <ul style="list-style-type: none"> • Type of situations that refusal, negotiation, and assertiveness skills be used • What effective decision-making strategies are • How character and core ethical values can be useful in addressing challenging situations • Why it is important to develop a short and long term personal health goal and track progress • Examples of situations that may challenge an individual's core ethical values • The goals of various community or service-organization initiatives to determine opportunities for volunteer service. • A position about a health issue in order to inform peers 	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Identify types of situations that refusal, negotiation, and assertiveness skills be used • Explain what effective decision-making strategies are • Explain how character and core ethical values can be useful in addressing challenging situations • Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. • Develop a position about a health issue in order to inform peers • Understand that outside factors influence health • Develop a short and long term personal health goal and track progress • Identify situations that may challenge an individual's core ethical values

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a comic, story, ballad, or visual showing an example of refusal, negotiation, and assertiveness skills be used in a situation
- Class debate about various issues
- Create a Superhero: Children can create their own hero based on the core ethical values (such as respect, empathy, civic mindedness, and good citizenship))
- Class read aloud
- The Crumpled Piece of Paper

"The teacher gave each student a clean crisp sheet of paper. She then instructed the class to crumple up the piece of paper, toss it around, get angry with it, and stomp on it. After which, she told the students to return to their seats (with their piece of paper), flatten it out on the top of their desks, making it as flat and perfect as they can, and finally, apologize to the paper. When all the students had done their best to iron out the paper and apologize to it, the teacher picked up the paper on the first classmates desk, held it up so the entire class could see it and said: If this piece of paper had been another person, and you had done all those things to him or her, by making them feel less than perfect (through your words or actions), these are the scars you would leave. That person would never be the same, no matter how many times you tell them you are sorry, no matter how many times you try to smooth things out..."

- Visit a nursing home giving each of the patients a "Thinking of You" card. After the class field trip, record in their health journal how they felt they made a positive impact.
- Brainstorm projects the class could organize that would positively impact others, make a plan and complete the plan. For example: feeding the hungry - collect canned goods

and distribute to soup kitchens.

- Contact the American Heart Association to investigate how you could organize and participate in a “Jump Rope for Heart” program. Then organize and participate in the “Jump Rope for the Heart” project.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- <http://webtech.kennesaw.edu/jcheek3/chared.htm>
- <http://www.livingvalues.net/books/pdf-downloads/lvac3-7i.pdf> (**tons** of great activities)

Books:

- *How Full Is Your Bucket? For Kids* ~ Tom Rath
- [*Have You Filled a Bucket Today?*](#) ~ Carol McCloud
- [*Be Happy!: A Little Book for a Happy You*](#) ~ Monica Sheehan
- [*Monster Manners*](#) by Bethany Roberts

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper*

Unit 6

Unit Plan

Grade: 5
Unit: 6 Disease & Health Conditions

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.1.6.C.1.** Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- 2.1.6.C.2.** Determine the impact of public health strategies in preventing diseases and health conditions.
- 2.1.6.C.3.** Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
- 2.2.6.E.1.** Determine the validity and reliability of different types of health resources.
- 2.2.6.E.2.** Distinguish health issues that warrant support from trusted adults or health professionals.

Enduring Understandings:

- *Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday life.*
- *Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.*

Essential Questions:

- *What are different methods used to diagnosis and treat diseases and health conditions?*
- *What are communicable, non-communicable, acute, chronic, and inherited diseases and health conditions?*
- *How does the use of public health strategies prevent diseases and health conditions?*

Learners will know:

- Different methods used to diagnosis and treat diseases and health conditions
- How to differentiate between communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.
- How the use of public health strategies can prevent diseases and health conditions.

Learners will be able to:

- Compare and contrast methods used to diagnosis and treat diseases and health conditions.
- Differentiate between communicable, non-communicable, acute, chronic, and inherited diseases and health conditions.
- Explain how the use of public health strategies can prevent diseases and health conditions.

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student “Wellness” Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Research a condition/disease and analyze how it is diagnosed and treated. Then write a report or create a Power point presentation about the disease to the class
- In groups, research and create a chart listing information about one of the following: communicable disease/condition, non-communicable disease, acute illness, inherited diseases, or health condition.
- Class read aloud
- Compile a list of public health services available within the community, and then create a brochure listing these services and what they offer people within the community.

Learning Resources

Websites:

- *Pd360*

- You tube
- KidBiz
- <http://www.youtube.com/watch?v=C4pAjf3PsUY>
- http://www.pbs.org/teachers/files/pdf/PBS_Disease-Prevention_resources.pdf (great resource filled with videos, lesson plans, articles, and interactive sites)
- <http://www.bam.gov/> (great interactive website for kids)

Books:

- *The Great Katie Kate (series) by M. Maitand Deland MD*
- *The Monster Health Book: A Guide to Eating Healthy, Being Active & Feeling Great for Monsters & Kids! by Edward Miller*
- *Hi, I'm Adam: A Child's Book About Tourette Syndrome by Adam Buehrens*
- *The ABCs of Asthma: An Asthma Alphabet Book for Kids of All Ages by Kim Gosselin*
- *Eating Gluten-Free with Emily: A Story for Children with Celiac Disease by Bonnie J. Kruszka*

Other Materials:

- Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above, magazines

Unit 7

Unit Plan

Grade: 5
Unit: 7 Medicine, Drugs, & Addiction

Subject Area: Health
Anticipated time frame: 8 weeks

Desired Outcomes

Standards addressed:

2.3.6.A.1. Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.

2.3.6.A.2. Compare information found on over-the-counter and prescription medicines.

2.3.6.B.1. Explain the system of drug classification and why it is useful in preventing substance abuse.

2.3.6.B.2. Relate tobacco use and the incidence of disease.

2.3.6.B.3. Compare the effect of laws, policies, and procedures on smokers and nonsmokers.

2.3.6.B.4. Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.

2.3.6.B.5. Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

2.3.6.B.6. Summarize the signs and symptoms of inhalant abuse.

2.3.6.B.7. Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

2.3.6.C.1. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.

2.3.6.C.2. Explain how wellness is affected during the stages of drug dependency/addiction.

2.3.6.C.3. Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

2.3.6.C.4. Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Enduring Understandings:

- *Medicine must be used correctly in order to be safe and have the maximum benefit.*
- *Research had clearly established that alcohol, tobacco and other drugs have a variety of harmful effects on the human body.*
- *There are common indicators, stages and influencing factors of chemical dependency.*

Essential Questions:

- *What are short- and long-term effects on the body when abusing over-the-counter and prescription medicines and herbal and medicinal supplements?*
- *What information is found on over-the-counter and prescription medicines?*
- *What is the system of drug classification and why it is useful in preventing substance abuse?*
- *How does tobacco use relate to the incidence of disease?*
- *What is the effect of laws, policies, and procedures on smokers and nonsmoker?*

- *What is the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease?*
- *What are situations where the use of alcohol and other drugs influence decision-making and can place one at risk?*
- *How is wellness affected during the stages of drug dependency/addiction?*
- *To what extent do outside factors contribute to the use and abuse of alcohol, tobacco, and other drugs?*
- *What are effective strategies to stop using alcohol, tobacco and other drugs?*

Learners will know:

- Short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- Information found on over-the-counter and prescription medicines.
- The system of drug classification and why it is useful in preventing substance abuse.
- How tobacco use relates to the incidence of disease.
- The effect of laws, policies, and procedures on smokers and nonsmokers.
- The impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease
- Situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

Learners will be able to:

- Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- Compare information found on over-the-counter and prescription medicines.
- Explain the system of drug classification and why it is useful in preventing substance abuse.
- Relate tobacco use and the incidence of disease.
- Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
- Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease
- Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.

- The signs and symptoms of inhalant abuse.
- The signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- How wellness is affected during the stages of drug dependency/addiction.
- The extent to which outside factors contribute to the use and abuse of alcohol, tobacco, and other drugs
- Effective strategies to stop using alcohol, tobacco and other drugs

- Summarize the signs and symptoms of inhalant abuse.
- Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
- Explain how wellness is affected during the stages of drug dependency/addiction.
- Determine the extent to which outside factors contribute to the use and abuse of alcohol, tobacco, and other drugs
- Identify effective strategies to stop using alcohol, tobacco and other drugs

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)

- Project Approach Based Learning Opportunity

Suggested Activities:

- Role play
- Create a T-chart showing short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
- Analyze information found on over-the-counter and prescription medicines using empty bottles
- Research the laws, policies, and procedures on smokers and nonsmokers.
- Illustrate situations where the use of alcohol and other drugs influence decision-making and can place one at risk through video, skit, role play, or poster
- Construct a brochure showing effective strategies to stop using alcohol, tobacco and other drugs
- Discuss how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs, then analyze different video and print media that do so.
- Compose a song or rap “Saying no to drugs”

Learning Resources

Websites:

- *Pd360*
- *You tube*
- *KidBiz*
- <http://www.drpbody.com/drugs.html>
- <http://www.dare.com/home/default.asp>
- <http://facs.pppst.com/drugs.html>

- http://free.ed.gov/subjects.cfm?subject_id=61&res_feature_request=1

Books:

- *Daddy Doesn't Have to Be a Giant Anymore* by Thomas Jane Resh
- *Kids' Power Too: Words To Grow By* by Cathey Brown, Betty LaPorte and Jerry Moe
- *My Dad Loves Me, My Dad has a Disease* by Claudia Black

Program:

- *D.A.R.E. America*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above*

Unit 8

Unit Plan

Grade: 5
Unit: 8 Human Sexuality & Relationships

Subject Area: Health
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.4.6.A.1. Compare and contrast how families may change over time.
- 2.4.6.A.2. Analyze the characteristics of healthy friendships and other relationships.
- 2.4.6.A.3. Examine the types of relationships adolescents may experience.
- 2.4.6.A.5. Compare and contrast the role of dating and dating behaviors in adolescence.
- 2.4.6.A.4. Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- 2.4.6.B.1. Compare growth patterns of males and females during adolescence.
- 2.4.6.B.2. Summarize strategies to remain abstinent and resist pressures to become sexually active.
- 2.4.6.B.3. Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
- 2.4.6.B.4. Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- 2.4.6.C.1. Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- 2.4.6.C.2. Identify the signs and symptoms of pregnancy.
- 2.4.6.C.3. Identify prenatal practices that support a healthy pregnancy
- 2.4.6.C.4. Predict challenges that may be faced by adolescent parents and their families.

Enduring Understandings:

- *Relationships are the connections people have with each other. The family provides the first opportunity for a person to develop relationship skills. Every family is different, but all families provide the foundation for future relationships. As individuals mature, they seek out different relationships with peers, colleagues, and loved ones.*
- *Tolerance, appreciation and understanding of individual difference are necessary in order to establish healthy relationships.*
- *Through social networking, people even establish relationships with individuals they have never met. We now live in a world where families and relationships are constantly changing*

Essential Questions:

- *How might families change over time?*
- *What are the characteristics of healthy friendships and other relationships?*
- *What are types of relationships adolescents may experience?*
- *What is the role of dating and dating behaviors in adolescence?*
- *What are successful resolutions of a problem(s) among friends and in other relationships?*
- *What are the growth patterns of males and females during adolescence?*
- *What are strategies to remain abstinent and resist pressures to become sexually active?*

and where global communication systems have extended friendships and relationships across the miles.

- *What are possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior?*
- *What is the sequence of fertilization, embryonic growth, and fetal development during pregnancy?*
- *What are the signs and symptoms of pregnancy?*
- *What are prenatal practices that support a healthy pregnancy?*
- *What are some challenges that may be faced by adolescent parents and their families?*

Learners will know:

- How families may change over time.
- The characteristics of healthy friendships and other relationships.
- The types of relationships adolescents may experience.
- The role of dating and dating behaviors in adolescence.
- Successful resolutions of a problem(s) among friends and in other relationships.
- Growth patterns of males and females during adolescence.
- Strategies to remain abstinent and resist pressures to become sexually active.
- Possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- The sequence of fertilization, embryonic growth, and fetal development during pregnancy.

Learners will be able to:

- Compare and contrast how families may change over time.
- Analyze the characteristics of healthy friendships and other relationships.
- Examine the types of relationships adolescents may experience.
- Compare and contrast the role of dating and dating behaviors in adolescence.
- Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- Compare growth patterns of males and females during adolescence.
- Summarize strategies to remain abstinent and resist pressures to become sexually active.
- Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

- The signs and symptoms of pregnancy.
- Prenatal practices that support a healthy pregnancy
- Challenges that may be faced by adolescent parents and their families.

- Identify the signs and symptoms of pregnancy.
- Identify prenatal practices that support a healthy pregnancy
- Predict challenges that may be faced by adolescent parents and their families.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Student "Wellness" Journal
- Presentation

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- View a film on dating in the 1950s. Focus on the clothing, music, and language of the teens in the film and what it was like to live in different eras. (<http://www.youtube.com/watch?v=1WH4NWbPABw>) Work in six groups of 4-5 students to examine one era (1950s, 60s, etc.) per group and research how work, family and home life, popular culture, population, and technology have changed. Develop a multi-media presentation on each era and present to the class. Include video clips relevant to the era.

- Write to a pen-pal to build a relationship with a student in another region of the world to compare family structures, culture and traditions, environment and living conditions, and interests. After exchanging at least four inquiry-based emails, create digital presentations about themselves and their e-Pals reflecting an increased understanding of the differences and commonalities between their cultures, their environments and their lives.
- Brainstorm safe and unsafe ways to show affection and caring. Create a T-chart demonstrating these ways.
- Web quest: Each group develops one question for the class to research. Teams provide the teacher with the correct answer and the Web link where the answer can be found.
- Engage in a class discussion followed by watching the video, *Always Changing*. Following the movie, discuss the changes your body goes through at puberty. In teams, create a list of changes they believe will take place during puberty.

Learning Resources

Websites:

- *Pd360*
- *You tube*
- *KidBiz*
- <http://www2.scholastic.com/browse/article.jsp?id=3121> (resources for teachers)
- http://www.epals.com/projects/info.aspx?DivID=TheWayWeAre_overview

(Detailed description of the project including templates)

- [http://www.connected-earth.com/Learningresources/HowhaslifeinBritainchanged/Lessonsupportmaterial/](http://www.connected-earth.com/Learningresources/HowhaslifeinBritainchanged/Lessonsupportmaterial/Lessonsupportmaterial.pdf)

[Lessonsupportmaterial.pdf](http://www.connected-earth.com/Learningresources/HowhaslifeinBritainchanged/Lessonsupportmaterial/Lessonsupportmaterial.pdf)

Video:

- *Always Changing*
- <http://www.youtube.com/watch?v=1WH4NWbPABw> (dating video)

Books:

- *Around the World Series” by Ann Morris*

Other Materials:

- *Notebooks, pencils, crayons, white bulletin board or craft paper, soap, a sink, books listed above, laptops*

Unit 1

Unit Plan

Grade: 5

Unit: 1 Physical Fitness/Track & Field

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.6.A.1 Explain and perform [essential elements of movement skills](#) in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.6.6.A.1. Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.2. Determine to what extent various activities improve skill-related fitness versus health-related fitness.

2.6.6.A.3. Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6.A.4. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

Enduring Understandings:

- *Understanding the physical, social, emotional, and intellectual benefits of regular physical activity, along with the amount of control factors such as heredity and training influence personal fitness will help guide us to better integrate physical fitness into everyday routines to support our overall wellness.*

Essential Questions:

- *What are some physical benefits to daily physical fitness?*
- *What are the five components of health-related fitness?*
- *How can setting goals help me be healthy?*
- *How can training and diet affect my personal fitness?*

Learners will know:

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
- The importance of being active daily.
- Participate in a physical fitness assessment measuring strength, agility, flexibility and cardiovascular endurance.

Learners will be able to:

- Learners will be able to list physical benefits to daily physical fitness.
- Learners will be able to list the five health-related components of fitness.
- Learners will be able to set an attainable fitness goal to achieve.

- How to set attainable fitness goals.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Goal Setting
- Track and Field events
- Physical Fitness Assessment such as the President’s Challenge or Fitnessgram

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement skills** to support wellness such as: breathing techniques, walking meditation, yoga, tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges,

push-ups, sit-ups) (**Programs**) the mileage club, the president's challenge

- **Aerobics**
- **Circuit Training** (such as CrossFit Kids)
- **Track & Field Events** such as: Short distance run (100/200 meter), long distance walk/run (600-1200 meter), relays, softball throw for distance, standing broad jump, running long jump, hurdles
- **Listening Skills and Safety Awareness:** Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- www.fitnessgram.net/
- <https://www.presidentschallenge.org/>
- <http://www.fitnessfinders.net/>
- <http://www.fitnessfinders.net/Mileage-Club-s/3.htm>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*

Equipment:

- *Cones, hurdles, track, music, steps, tug-of-war rope, softball*

Other Materials:

- *Stop watches*

Unit 2

Unit Plan

Grade: 5
Unit: 2 Team Sports

Subject Area: Physical Education
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.5.6.A.4.** Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.1.** Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- 2.5.6.B.2.** Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- 2.5.6.C.1.** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2.** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Soccer and Field Hockey

Suggested Activities:

Soccer

- Teach and practice the following skills: kicking, passing, dribbling, trapping, goal tending
- Explain field positions
- Skill and drill activities
- Scrimmage and modified game play

Field Hockey

- Teach and practice the following skills: proper use of stick and safety equipment, passing, dribbling, driving, goal tending
- Explain field positions
- Skill and drill activities
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- *Field Hockey sticks, safety goggles, shin guards, FH balls, goals, cones, soccer balls, foam soccer balls, small pop-up soccer goals*

Other Materials:

- *stopwatch*

Unit 3

Unit Plan

Grade: 5

Unit: 3 Gymnastics and Developmental Activities

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.6.A.1. Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.4. Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6.C.2. Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.6.6.A.1. Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.2. Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Enduring Understandings:

- *Understanding body awareness, appreciating yours and others physical limitations, and having self-confidence aids the learner in beginning to develop muscular strength, flexibility, and endurance.*

Essential Questions:

- *Why is it important to use conditioning exercises to warm-up and stretching to cool down?*
- *What are important safety rules to listen to during gymnastics, and why are these rules important to follow?*

Learners will know:

- The importance of a proper warm up and cool down before and after physical activity
- Movement skills such as cartwheels and headstands
- Safety rules to use in an active environment
- The importance of being active daily

Learners will be able to:

- Learners will be able to demonstrate warm up and cool down activities
- Learners will be able to demonstrate a variety of circuit training activities
- Learners will be able to state the importance of following rules during physical activity

Assessment Evidence

- Teacher observation

- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Cool Down Activities:** breathing techniques, yoga, and stretching
- **Warm-up Activities:** grapevines, skipping, jogging, sprints, planks, bridge, superman
- **Locomotor Skills:** (movements) walk, run, sliding, jump, hop, skip, leap, gallop
(activities) animal walk, relay races, walking for fitness club, jumping jacks
- **Non-Locomotor Skills:** (movements) stretch, twist, bend, swing, pull, push, turn
(activities) yoga, tai chi, stretching, warm ups
- **Tripods & Headstands**

- **Mule kicks**
- **Cartwheels**
- **Individual & Partner Balancing Stunts**
- **Obstacle Courses**
- **Circuit Training:** jump ropes, hula hoops, Frisbee

Exercises for each physical fitness component: shuttle run, animal walking, walking, running, jogging, push-ups, bridges, toe touches, abdominal exercises

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.fitnessfinders.net/>
- <http://fairviewpe.blogspot.com/>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*
- *Gymnastics for Children with Amy Eggleston*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*
- *The Gymnastics Book: The Young Performer's Guide to Gymnastics (Young Performer's Guide) by, Elfi Schlegel*

Equipment:

- *Hula hoops, bean bags, cones, Frisbee, yoga mats, individual rugs/mats, chairs, balance beams, incline mats, large floor mats*

Unit 4

Unit Plan

Grade: 5
Unit: 4 Team Sports

Subject Area: Physical Education
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.5.6.A.4.** Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.1.** Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- 2.5.6.B.2.** Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- 2.5.6.C.1.** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2.** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Basketball, Floor Hockey, and/or Volleyball

Suggested Activities:

Basketball

- Teach and practice the following skills: passing, dribbling, shooting
- Explain court positions, rules of the game
- Skill and drill activities
- Scrimmage and modified game play

Volleyball

- Teach and practice the following skills: serving, volley, bump, rotation
- Explain different rotations
- Explain boundaries and rules
- Skill and drill activities
- Newcomb
- Scrimmage and modified game play

Floor Hockey

- Teach and practice the following skills: proper use of stick and safety equipment, passing, dribbling, shooting, goal tending
- Explain positions and rules of the game
- Skill and drill activities
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- *Trainer volleyballs, volleyball nets, basketball nets, cones, basketballs, ball pump*

Unit 5

Unit Plan

Grade: 5

Unit: 5 Rhythmic Activities & Dance

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.6.A.1. Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.2. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

2.5.6.A.3. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

Enduring Understandings:

- *Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.*

Essential Questions:

- *What different types of dances can someone respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style?*

Learners will know:

- To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style

Learners will be able to:

- Demonstrate a response to music using different routines
- Demonstrate at least two different types of dance

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal

- Variety of types of dance, use of a variety of apparatus

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Apparatus:** hoops, ribbons, drums, lummi sticks, balls, ropes, wands
- **Zumba** for Kids
- **Rhythmic Exercises:** marching, aerobics, Yollet
- **Folk, Square, & Line Dances**
- **Types of Dance:** Jazz, Tap, Modern, Hip-hop, Ballet, Swing, Contra, Country-Western

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *Denise Austin's Fit Kids*
- *6 Fit Kids' Fitness Workouts for Children*
- *Kidz Bop: Dance Moves*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*
- *The Hockey-Pokey*
- *The Chicken Dance*
- *Kids in Motion by, Greg & Steve*
- *Get Funky and Musical Fun from The Learning Station*

Equipment:

- *Music player, drums, hoops, ribbons, limbo stick, parachute, lummi sticks, balls, ropes, wands*

Unit 6

Unit Plan

Grade: 5
Unit: 6 Team Sports

Subject Area: Physical Education
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.6.A.4. Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6.B.1. Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2. Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.6.C.1. Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2. Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Basketball, Floor Hockey, and/or Volleyball

Suggested Activities:

Basketball

- Teach and practice the following skills: passing, dribbling, shooting
- Explain court positions, rules of the game
- Skill and drill activities
- Scrimmage and modified game play

Volleyball

- Teach and practice the following skills: serving, volley, bump, rotation
- Explain different rotations
- Explain boundaries and rules
- Skill and drill activities
- Newcomb
- Scrimmage and modified game play

Floor Hockey

- Teach and practice the following skills: proper use of stick and safety equipment, passing, dribbling, shooting, goal tending
- Explain positions and rules of the game
- Skill and drill activities
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- *Trainer volleyballs, volleyball nets, basketball nets, cones, basketballs, ball pump*

Unit 7

Unit Plan

Grade: 5

Subject Area: Physical Education

Unit: 7 Low Organized Games & Activities

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.6.A.1 Explain and perform [essential elements of movement skills](#) in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.5.6.C.1. Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2. Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

2.6.6.A.1. Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.2. Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Enduring Understandings:

- *Understanding health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.*
- *Understanding that following rules, simple strategies, and practicing helps improve skill.*
- *Understanding that attitude impacts physical performance, and positive behavior should be demonstrated in winning and losing situations to opposing players and same-team peers.*

Essential Questions:

- *What are characteristics of good sportsmanship?*
- *What are rules we use during physical activity and why are they important to follow?*
- *What are some social, intellectual, physical, and emotional benefits of daily physical activity?*
- *What are the components of skill-related fitness?*

Learners will know:

- The importance of listening, following directions, and safety rules to use in an active environment
- The importance of showing good sportsmanship during activities
- The components of skill-related fitness and different activities that use these components

Learners will be able to:

- Explain how rules keep players safe during physical activity
- List characteristics of good sportsmanship
- List examples of social, intellectual, physical, and emotional benefits of

daily physical activity

- Explain the components of skill-related fitness and list examples of activities when they are used

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Various Class Activities & Games

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Chasing, Fleeing, and Dodging Games** such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc...

- **Scooter Games** such as: Scootermania. Monsters, Inc., Environmental Helpers, obstacle courses, Scooter Ships
- **Ball Games:** 3-Ball, Crab Soccer, Bridge Ball, Name-It Ball
- **Mixed Activities:** Steal the Bacon, Five Pin Soccer, relay games, net games, cage ball, agility games, jump roping, speedball, horseshoes, Frisbee
- **Golf**
- **Bowling**
- **Shuffleboard**
- **Circuits**
- **Obstacle Course**

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- <http://www.woodlands-junior.kent.sch.uk/parachute.html> (parachute games)
- <http://www.ultimatecampresource.com/site/camp-activities/tag-games.page-1.html> (tag games)
- <http://www.buzzle.com/articles/obstacle-course-ideas.html> (obstacle course ideas)
- Pd360

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Equipment:

- *Parachute, beanbags, scooters, cones, yoga mats or small area rugs, bouncy balls, bases, chalk, foam balls, soccer balls, Frisbee, net, bowling pins, golf clubs and balls, horseshoe set, shuffleboard set*

Other Materials:

- *notebooks*

Unit 8

Unit Plan

Grade: 5
Unit: 8 Team Sports

Subject Area: Physical Education
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.6.A.4. Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

2.5.6.B.1. Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.

2.5.6.B.2. Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.

2.5.6.C.1. Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.

2.5.6.C.2. Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Softball or Lacrosse

Suggested Activities:

Softball

- Teach and practice the following skills: throwing, catching, fielding, batting, base running
- Pitching
- Explain field positions
- Skill and drill activities

- Scrimmage and modified game play

Lacrosse

- Teach and practice the following skills: proper use of stick and safety equipment, passing, catching, scooping, cradling
- Explain field positions
- Skill and drill activities
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- *Lacrosse sticks, safety goggles, Lacrosse balls, tennis balls, goals, cones, batting tee, softball gloves, bases, soft hands, helmets, bats, 12 inch softballs*

Unit 9

Unit Plan

Grade: 5
Unit: 9 Team Sports

Subject Area: Physical Education
Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

- 2.5.6.A.4.** Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.1.** Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- 2.5.6.B.2.** Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- 2.5.6.C.1.** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2.** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.

Enduring Understandings:

- *Understanding that implementing offensive and defensive strategies is necessary for all players to be successful in game situations.*

Essential Questions:

- *What are rules I should follow when playing games in class?*
- *Why is it important to help and encourage my teammates?*
- *How do using offensive and defensive strategies help our team win games?*

Learners will know:

- That practicing offensive and defensive strategies help improves skills over time
- The importance of encouraging and supporting their peers during activities
- The importance of positive behavior in winning and losing situations

Learners will be able to:

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student “Wellness” Journal
- Various individual sport drills and activities

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Sports: Softball or Lacrosse

Suggested Activities:

Softball

- Teach and practice the following skills: throwing, catching, fielding, batting, base running
- Pitching
- Explain field positions
- Skill and drill activities

- Scrimmage and modified game play

Lacrosse

- Teach and practice the following skills: proper use of stick and safety equipment, passing, catching, scooping, cradling
- Explain field positions
- Skill and drill activities
- Scrimmage and modified game play

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- Pd360

Equipment:

- *Lacrosse sticks, safety goggles, Lacrosse balls, tennis balls, goals, cones, batting tee, softball gloves, bases, soft hands, helmets, bats, 12 inch softballs*

Unit 10

Unit Plan

Grade: 5

Unit: 10 Physical Fitness/Track & Field

Subject Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Standards addressed:

2.5.6.A.1 Explain and perform [essential elements of movement skills](#) in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

2.5.6.A.4 Correct movement errors in response to feedback and explain how the change improves performance.

2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.

2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.

Enduring Understandings:

- *Understanding the physical, social, emotional, and intellectual benefits of regular physical activity, along with the amount of control factors such as heredity and training influence personal fitness will help guide us to better integrate physical fitness into everyday routines to support our overall wellness.*

Essential Questions:

- *What are some physical benefits to daily physical fitness?*
- *What are the five components of health-related fitness?*
- *How can setting goals help me be healthy?*
- *How can training and diet affect my personal fitness?*

Learners will know:

- Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong.
- The importance of being active daily.
- Participate in a physical fitness assessment measuring strength, agility, flexibility and cardiovascular endurance.
- How to set attainable fitness goals.

Learners will be able to:

- Learners will be able to list physical benefits to daily physical fitness.
- Learners will be able to list the five health-related components of fitness.
- Learners will be able to set an attainable fitness goal to achieve.

Assessment Evidence

- Teacher observation
- Student/Teacher Conference
- Student demonstrations during activities
- Class discussion of Essential Questions
- Question of the day
- Action/Movement of the Day
- Student "Wellness" Journal
- Goal Setting
- Track and Field events
- Physical Fitness Assessment such as the President's Challenge or Fitnessgram

Learning Plan

Anticipated sequence of activities for beginning/during/after unit:

- Essential questions (anticipatory)
- Introduce- Assess Prior Knowledge
- Skill Preview
- Investigate-Guided Inquiry
- Teach-Active Instruction
- Essential questions (reflection)
- Project Approach Based Learning Opportunity

Suggested Activities:

- **Movement skills** to support wellness such as: breathing techniques, walking meditation, yoga (especially animal yoga for kids), tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups) (**Programs**) the mileage club, the president's challenge

- **Aerobics**
- **Circuit Training** (such as CrossFit Kids)
- **Track & Field Events** such as: Short distance run (100/200 meter), long distance walk/run (600-1200 meter), relays, softball throw for distance, standing broad jump, running long jump, hurdles
- **Listening Skills and Safety Awareness:** Simon Says, Red Light, Green Light (any stop and go command activities), musical chairs, role playing, discuss safety situations

Learning Resources

Websites:

- www.pecentral.com
- <http://schools.nyc.gov/Academics/FitnessandHealth/MoveImprove/default.htm>
- http://njahperd.org/cms/index.php?option=com_content&view=article&id=39&Itemid=48
- www.fitnessgram.net/
- <https://www.presidentschallenge.org/>
- <http://www.fitnessfinders.net/>
- <http://www.fitnessfinders.net/Mileage-Club-s/3.htm>
- Pd360
- You tube

Video:

- *Hip Hop Animal Rock Workout*
- *Little Kicks Fitness Workout for Kids*
- *YogaKids: Educating The Whole Child Through Yoga by Marsha Wenig and Susan Andrews (Oct 1, 2003)*
- *Power Animal Frolics--T'ai Chi / Yoga / Qigong For Children Starring Bliss Beary Bear, Eagle Heart, T'ai Chi Tiger, et al. (Oct 1, 2008)*

Music:

- *Get Moving: Action Songs For Kids by Action Kids (May 1, 2007)-Soundtrack*

Books:

- *The ABCs of Yoga for Kids by Teresa Power (Oct 1, 2009)*
- *Mindful Movements: Ten Exercises for Well-Being by Thich Nhat Hanh and Wietske Vriezen (Jul 28, 2008)*

Equipment:

- *Cones, hurdles, track, music, steps, tug-of-war rope, softball*

Other Materials:

- *Stop watches*