



# Kindergarten to Grade 2

## Health and Physical Education

### Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

#### **About the Standards**

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in

1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The 2020 NJSLS in Comprehensive Health and Physical Education were adopted by the State Board of Education on June 3, 2020. Districts are required to implement by September 2022. The 2020 New Jersey Student Learning Standards webpage provides links to the 2020 NJSLS and information regarding curriculum implementation dates.

<b>Cape May City Elementary School District Kindergarten to Grade 2 Health and Physical Education Curriculum Pacing Guide</b>		
<b>Content Area: Health and Physical Education</b>		
<b>Course Title: Health and Physical Education</b>		<b>Grade level: K to Grade 2</b>
<b>Unit 1: Health and Physical Education I</b> <ul style="list-style-type: none"><li>● Physical Fitness</li><li>● Movement Skills and Concepts</li><li>● Nutrition</li><li>● Alcohol, Tobacco, and other Drugs</li><li>● Dependency, Substance Disorder and Treatment</li></ul>	<b>Dates for Unit: September-December</b>	
<b>Unit 2: Health and Physical Education II</b> <ul style="list-style-type: none"><li>● Physical Fitness</li><li>● Personal Safety</li><li>● Health Conditions, Diseases and Medicines</li><li>● Emotional Health</li><li>● Community Health Services and Support</li></ul>	<b>Dates for Unit: January-March</b>	
<b>Unit 3: Health and Physical Education III</b> <ul style="list-style-type: none"><li>● Physical Fitness</li></ul>	<b>Dates for Units: April-June</b>	

<ul style="list-style-type: none"> <li>● Lifelong Fitness</li> <li>● Personal Growth and Development</li> <li>● Social and Sexual Health</li> <li>● Pregnancy and Parenting</li> </ul>	
<b>Date Created: 03/18/2022</b>	<b>Board Approved On: 8/18/22</b>

Cape May City Elementary School District Health and Physical Education Curriculum Unit I Overview	
<b>Content Area: Health and Physical Education</b>	
<b>Unit Title: Health and Physical Education I</b>	
<b>Target Course/Grade Level: K to 2</b>	
<b>Unit I Summary:</b> <i>Students will be able to:</i> <ul style="list-style-type: none"> <li>● Move and perform at different levels and different types and amounts of physical activity enhance personal health.</li> <li>● Move with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports and recreational activities.</li> <li>● Show how feedback impacts and improves the learning of movement skills and concepts.</li> <li>● Demonstrate how teamwork consists of effective communication and respect among class and team members.</li> <li>● Discuss how nutritious food choices promote wellness and are the basis for healthy eating habits.</li> <li>● Discuss how the use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.</li> <li>● Discuss how substance abuse is caused by a variety of factors. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</li> </ul>	
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>● Science, Technology, Social Studies, Health, Social Emotional Learning, Mathematics, ELA</li> </ul>	

### 21st Century Themes, Skills, and Standards:

- <http://www.state.nj.us/education/cccs/2014/career/>
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and Mathematical themes into daily lessons
- Comprehensive Health and Physical Education NJSL 2020

### Performance Expectations:

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.MSC.8: Explain the difference between offense and defense.
- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
- 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Grade	Unit I Lesson Components
<p><b>Kindergarten</b></p>	<p><u>Goal:</u> Students will develop spatial and coordination skills through movement and manipulative activities.</p> <p><u>Assessment Activity:</u> The teacher will distribute several different types of equipment for students to use. Hula hoops, scarves, playground balls, yarn balls, etc. will be used by the students as they move in general space. Students will be asked to move in the general space while using the equipment in different ways. Examples might be students walking and twirling a hula hoop on different parts of their body, walking while bouncing and catching a playground ball, or walking and throwing and catching scarves. Teacher will use a checklist to assess student's ability to demonstrate through spatial and coordination skills.</p> <p><u>Goal:</u> Students will perform various movement and manipulative skills with various body parts with appropriate control during skill practice.</p> <p><u>Assessment Activity:</u> Each student will be given a balloon or a soft ball. Students will be asked to move in general space while kicking or striking the object. The teacher will direct the students to use the different manipulative skills. The teacher will then direct the students to control the objects with any body part they would like. Students should be moving in general space and using their arms, heads, elbow, knees, fingers, feet etc. to control the object. Teacher may use a checklist to assess students' abilities to perform the activity.</p> <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> <li>1. Every Day Play</li> <li>2. The Five Senses</li> <li>3. Adventure in Food</li> <li>4. No Drugs, No Way</li> </ol>
<p><b>Grade 1</b></p>	<p><u>Goal:</u> Students will safely demonstrate throwing and catching skills that help develop coordination skills.</p> <p><u>Assessment Activity:</u> Students will be given the opportunity to pick a ball or object (bean bags, yarn ball, large wiffle ball, tennis ball, etc.) that they feel comfortable catching and throwing. Students will be asked to throw their ball or object up into the air and catch it. Students will be given several minutes to</p>

repeat this process. Students will then be instructed to place their individual hula hoop against the gym wall to be used as a target. Students will be directed to throw their ball or object into the hula hoop. Several minutes will be given to repeat this process. The culminating activity will be for students to be put in pairs to demonstrate their abilities to now throw and catch safely with a partner. Teacher should observe the ability to throw and catch safely during these activities.

Goal: To demonstrate various movement and manipulative skills with appropriate control during activities.

Assessment Activity: “Hit Pin”. Students will participate in a modified version of bowling. The activity will stress the movement and manipulative skills needed to roll a ball at a target. Students will be supplied with any age appropriate ball that will roll and several “pins” or other type of targets. Students will be asked to roll the ball to knock down the target with appropriate control. Students should be given several opportunities to attempt to knock down the pins. Teacher should be observing the students’ ability to perform the appropriate movement necessary to be successful.

Goal: Students will demonstrate the ability to manipulate objects with various changes in movement during skill practice in both personal and general space.

Assessment Activity: Students will first be given an object of their choice (bean bag, scarf, tennis ball, playground ball). In general space students will be asked to manipulate objects with any body part they feel is appropriate for their object. Students may use their head, hands, feet, arms, knees, or elbows, to balance, catch, bounce or throw their object. Teachers should circulate among their students to observe the students’ ability to manipulate the objects in their own way. Teachers will then direct the students to manipulate the objects with a certain body part (head, arms, legs, feet, hands, elbows, etc.) and the skills (throw, kick, bounce, catch, balance). Teachers may record their observations on a checklist.

Assessment Activity: Students will be given a playground ball. Students will be asked to manipulate the ball in different ways and with different changes in movement (time, force, flow). Students may bounce or throw and catch the ball with different changes (high, medium, low) to demonstrate the change in movements. Students will do this independently in both personal and general space. Teachers will observe the class for ability. Students will then be asked to manipulate the ball and demonstrate changes directed by the teacher. Teachers may record the observations on the checklist.

Goal: Students will identify the harmful effects of alcohol, tobacco, and other drugs and how they impact the wellness of the user and nonuser.

Assessment Activity: Teachers will discuss the harmful effects of the use of alcohol, tobacco and other drugs. Examples such as they are harmful to certain parts of our bodies, hygiene issues, etc. should be given. Students will create

<p><b>Grade 2</b></p>	<p>three word collages with the center words being alcohol, tobacco, and drugs. On each word collage the students will be asked to surround the center word with words that describe the harmful effects that alcohol, tobacco, and other drugs have on our wellness. Students may provide handouts with the center words printed on them and outside circles for students to write their harmful effects on. Teachers should be looking to assess the word representation of the harmful effects.</p> <p><u>The Great Body Shop Lesson:</u></p> <ol style="list-style-type: none"> <li>1. Run, Jump, and Skip</li> <li>2. Head to Toe</li> <li>3. Why do we eat?</li> <li>4. Drugs are Trouble</li> </ol> <p><u>Goal:</u> Students will demonstrate manipulative skills using objects safely and with increased mastery during practice, games, and other physical activities.</p> <p><u>Assessment Activity:</u> All students will be given a balloon. Students will be directed to manipulate the balloon in any way they see fit. Students should be striking, kicking, bouncing etc. the balloon in general space. Teachers will be observing the skill practice for mastery as well as safety. Students will then be asked to manipulate the balloon at the direction of the teacher in various ways. Teachers again should be observing for skill mastery as well as safety in general space. Students will then be given the opportunity to select another object to manipulate. Students may use from soccer balls, playground balls, tennis balls, wiffle balls, bean bags etc. Students will be given the freedom to manipulate the objects at their own discretion in general space. Teachers should take another opportunity to observe the student's ability to manipulate their chosen object as well as safety in general space.</p> <p><u>Goal:</u> Students will demonstrate appropriate modifications of movement to experience a higher level of success during throwing, catching, bouncing, and striking.</p> <p><u>Assessment Activity:</u> Students grouped in threes will be given halves of foam swim noodles and then instructed to toss them into the sky to a partner. The students will be asked to run and catch, jump and catch, reach forward and catch, and reach overhead and catch. The third student will play the role of a teacher and observe the throwing and catching skills of both students. The observer should be watching for three or more consecutive catches. The third student will fill out a peer review sheet while they are observing. After two minutes the roles will change. The students should be demonstrating the ability to move to catch the swim noodle since it tends to change direction when thrown.</p> <p><u>Directions:</u> Peer checklist – take turns in groups of 3 noodle tossing. For the allotted time, watch your partner to see if they can do the following skills. If</p>
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	<p>they can do the skill 3 times, color the smiley face. Directions: Peer checklist – take turns in groups of 3 noodle tossing. For the allotted time, watch your partner to see if they can do the following skills. If they can do the skill 3 times, color the smiley.</p> <p>Goal: Students will identify the harmful effects of alcohol, tobacco, and other drugs and how they impact the wellness of the user and nonuser.</p> <p>Assessment Activity: Teachers will discuss the harmful effects of the use of alcohol, tobacco and other drugs. Examples such as they are harmful to certain parts of our bodies, hygiene issues, etc. should be given. Students will create three word collages with the center words being alcohol, tobacco, and drugs. On each word collage the students will be asked to surround the center word with words that describe the harmful effects that alcohol, tobacco, and other drugs have on our wellness. Students may provide handouts with the center words printed on them and outside circles for students to write their harmful effects on. Teachers should be looking to assess the word representation of the harmful effects.</p> <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> <li>1. Muscles in Motion</li> <li>2. How you Think</li> <li>3. The Wide World of Sports</li> <li>4. Drugs are Dangerous</li> </ol>
<p><b>Unit Enduring Questions:</b></p> <p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> <li>• Can you identify the major body parts/organs and do you know where they are located?</li> <li>• How do you differentiate between junk food and nutritious consumption?</li> <li>• What can you do (or not do) to keep healthy now and in the future?</li> <li>• Where do drugs come from? What do drugs do to the body?</li> <li>• <u>What is the difference between use and misuse?</u></li> <li>• How can understanding movement concepts improve my performance?</li> <li>• How can I make movement more interesting, fun and enjoyable?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Define wellness and explain how making healthy choices and having healthy relationships contribute to wellness.</li> <li>• Name and locate body organs and parts.</li> <li>• Explain why some foods are healthier to eat than others.</li> <li>• Describe and demonstrate self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather or sports.</li> <li>• Describe similarities and differences among children are alike and how they are different.</li> <li>• Sort foods according to food groups and Food sources.</li> <li>• Define “drug” and give examples of harmful and/or illegal drugs.</li> </ul>



<ul style="list-style-type: none"> <li>• How does my use of movement influence that of others?</li> <li>• Why do I have to show good sportsmanship and follow the rules when others do not?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why some people cannot control their use of alcohol, tobacco, and other drugs.</li> <li>• Explain how people who abuse alcohol, tobacco, and other drugs can get assistance.</li> <li>• Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.</li> <li>• Skill development involves an understanding of movement concept, the underlying principle of physics, as the means to analyze movement performance and make adjustments.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.</li> </ul>
<p><b>Knowledge:</b>  <b><i>Students will know how to....</i></b>  <u>Health:</u></p> <ul style="list-style-type: none"> <li>• List qualities and traits that equate into feeling good and how to control and include them in one's life.</li> <li>• Identify the major body parts and organs (heart, lungs, brain and stomach) and know where they are located.</li> <li>• Differentiate between junk food and nutritious consumption.</li> <li>• Demonstrate techniques of good personal hygiene and care in order to prevent the catching and spreading of disease.</li> <li>• Identify personal traits that all humans possess.</li> <li>• Understand that people who abuse alcohol, tobacco and other drugs can get help.</li> <li>• Identify ways drugs can be abused.</li> </ul> <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> <li>• Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> </ul>	<p><b>Skills:</b>  <b><i>Students will be able to show or display...</i></b>  <u>Health:</u></p> <ul style="list-style-type: none"> <li>• Name and locate body organs and parts</li> <li>• Demonstrate an awareness of healthy habits (use clean, tissues, wash hands, handle food hygienically).</li> <li>• Independently demonstrates emerging self-help skills (using utensils, choosing clothes, brushing teeth)</li> <li>• Identify healthy food choices</li> <li>• Explain why some foods are healthier to eat than others</li> <li>• Understand that regular participation in physical activity supports overall personal wellness.</li> <li>• Identify how one's personal feelings and their actions can have an effect on overall personal wellness.</li> <li>• Discussing where drugs come from and what the drugs do to the body.</li> <li>• Discussing what is the difference between use and misuse</li> <li>• Recognizing that drugs are powerful substances and if used incorrectly, may cause problems.</li> <li>• Discuss the effects of medicine on the body and the mind, how they are obtained and properly used.</li> </ul>

- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

*Physical Education:*

- Demonstrate locomotor skills throughout general space such as skip, jump, hop, gallop, leap slide or jog.
- Demonstrate physical range of motions that go beyond lateral and linear physical movement.
- With and without a partner, demonstrate a movement modifier such as wide, high, low or crooked change.

**Cape May City Elementary School District Health and Physical Education Kindergarten thru  
Grade 2 Curriculum  
Unit II Overview**

**Content Area: Health and Physical Education**

**Unit Title: Health and Physical Education Unit II**

**Target Course/Grade Level: K thru Grade 2**

**Unit Summary:**

*Students will be able to:*

- Move and perform at different levels and different types and amounts of physical activity enhance personal health.
- Understand how the environment can impact personal health and safety in different ways.
- Verbalize potential hazards exist in personal space, in the school, in the community, and globally.
- Know that any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
- Discuss how people need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
- Discuss how many factors influence how we think about ourselves and others.
- Demonstrate the different ways that individuals handle stress, showing how some are healthier than others.
- Verbalize how people in the community work to keep us safe.
- Discuss how individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.

**Interdisciplinary Connections:**

- Science, Technology, Social Studies, Health, Social Emotional Learning, Mathematics , ELA

### **21st Century Themes, Skills, and Standards:**

- <http://www.state.nj.us/education/cccs/2014/career/>
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication
- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and Mathematical themes into daily lessons
- Comprehensive Health and Physical Education NJSL 2020

### **Learning Targets:**

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Grade	Unit II Lesson Components
Kindergarten	<p>Goal: Students will explain what it means to make a decision.</p> <p>Assessment Activity: Students will be asked to explain what it means to make a decision. The teacher will describe a scenario regarding decisions that students make every day. The scenario could contain examples of students making the decisions to brush their teeth, what type of clothes to wear depending on the weather, combing their hair, food selections etc. Students will then be asked to draw a depiction of a decision that they have made.</p> <p>Students may also describe the depiction to the teacher to further explain what their decisions were.</p>

<p><b>Grade 1</b></p>	<p>Teachers may write explanations on the students drawing for clarity. Teachers should be assessing for the students ability to comprehend that making a decision is a choice.</p> <p>Goal: Students will explain what medicines are as well as what adults may administer them. Assessment Activity: Teachers will describe several different kinds of medicines through pictures or through examples of over the counter medicine containers, cough medicine containers, or prescription medicine containers. Teachers will explain that these medicines may be used by people who are not feeling well and will make you feel better when taken in the proper manner.</p> <p>Goal: Students will develop spatial and coordination skills through movement and manipulative activities.</p> <p>Assessment Activity: The teacher will distribute several different types of equipment for students to use. Hula hoops, scarves, playground balls, yarn balls, etc. will be used by the students as they move in general space. Students will be asked to move in the general space while using the equipment in different ways. Examples might be students walking and twirling a hula hoop on different parts of their body, walking while bouncing and catching a play ground ball, or walking and throwing and catching scarves. Teacher will use a checklist to assess student's ability to demonstrate through spatial and coordination skills.</p> <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> <li>1. How to Stay Safe</li> <li>2. Getting Sick</li> <li>3. Keeping Clean</li> </ol> <p>Goal: Students will explain what it means to make a decision. Assessment Activity: Students will be asked to explain what it means to make a decision. The teacher will describe a scenario regarding decisions that students make every day. The scenario could contain examples of students making the decisions to brush their teeth, what type of clothes to wear depending on the weather, combing their hair, food selections etc. Students will then be asked to draw a depiction of a decision that they have made.</p> <p>Students may also describe the depiction to the teacher to further explain what their decisions were.</p> <p>Teachers may write explanations on the students drawing for clarity. Teachers should be assessing for the students ability to comprehend that making a decision is a choice.</p>
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## Grade 2

Goal: Students will explain what medicines are as well as what adults may administer them.

Assessment Activity: Teachers will describe several different kinds of medicines through pictures or through examples of over the counter medicine containers, cough medicine containers, or prescription medicine containers. Teachers will explain that these medicines may be used by people who are not feeling well and will make you feel better when taken in the proper manner.

Goal: Students will develop spatial and coordination skills through movement and manipulative activities.

Assessment Activity: The teacher will distribute several different types of equipment for students to use. Hula hoops, scarves, playground balls, yarn balls, etc. will be used by the students as they move in general space. Students will be asked to move in the general space while using the equipment in different ways. Examples might be students walking and twirling a hula hoop on different parts of their body, walking while bouncing and catching a playground ball, or walking and throwing and catching scarves. Teacher will use a checklist to assess student's ability to demonstrate through spatial and coordination skills.

### The Great Body Shop Lessons:

1. Look Out!
2. Get Well Soon
3. How I Breathe

Goal: Students will explain what it means to make a decision.

Assessment Activity: Students will be asked to explain what it means to make a decision. The teacher will describe a scenario regarding decisions that students make every day. The scenario could contain examples of students making the decisions to brush their teeth, what type of clothes to wear depending on the weather, combing their hair, food selections etc. Students will then be asked to draw a depiction of a decision that they have made.

Students may also describe the depiction to the teacher to further explain what their decisions were.

Teachers may write explanations on the students drawing for clarity. Teachers should be assessing for the students ability to comprehend that making a decision is a choice.

Goal: Students will explain what medicines are as well as what adults may administer them.

	<p>Assessment Activity: Teachers will describe several different kinds of medicines through pictures or through examples of over the counter medicine containers, cough medicine containers, or prescription medicine containers. Teachers will explain that these medicines may be used by people who are not feeling well and will make you feel better when taken in the proper manner.</p> <p>On each word collage the students will be asked to surround the center word with words that describe the harmful effects that alcohol, tobacco, and other drugs have on our wellness. Students may provide handouts with the center words printed on them and outside circles for students to write their harmful effects on. Teachers should be looking to assess the word representation of the harmful effects.</p> <p>Goal: Students will develop spatial and coordination skills through movement and manipulative activities.</p> <p>Assessment Activity: The teacher will distribute several different types of equipment for students to use. Hula hoops, scarves, playground balls, yarn balls, etc. will be used by the students as they move in general space. Students will be asked to move in the general space while using the equipment in different ways. Examples might be students walking and twirling a hula hoop on different parts of their body, walking while bouncing and catching a play ground ball, or walking and throwing and catching scarves. Teacher will use a checklist to assess student's ability to demonstrate through spatial and coordination skills.</p> <p><u>The Great Body Shop Lesson:</u></p> <ol style="list-style-type: none"> <li>1. Let's Stay Safe</li> <li>2. Germs! They make you Sick</li> <li>3. My Skin and Me</li> </ol>
<p><b>Unit Enduring Questions:</b></p> <p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> <li>• What is the purpose for medications that the students have already used in his/her life?</li> <li>• ___ Can drugs, if used incorrectly, cause problems?</li> <li>• ___ Why are some diseases better controlled when treated at an early stage?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Identify different kinds of medicines.</li> <li>• Explain how medicines can be helpful or harmful and that when used correctly, medicines can help keep one healthy.</li> <li>• Explain how tobacco use contributes to lung diseases and fires.</li> <li>• Discuss basic rules to follow when taking medicines.</li> </ul>

- How can a personal commitment to wellness influence the health of others?
- How can you identify individuals and community agencies that advocate for an individual's family and community health?

Physical Education:

- How does effective and appropriate movement affect wellness?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- What is the minimum amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?
- Why do I have to understand concepts of movement when I can already perform the movement?

- Discuss how tobacco smoke impacts the environment and the health of nonsmokers.
- Explain why diseases and health conditions need to be detected and treated early.
- Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures.
- Explain the differences between communicable and non-communicable diseases.
- Discuss common symptoms of disease conditions.
- Identify symptoms of certain diseases and understands the strategies which will aid in the prevention/spread of such diseases.

Physical Education:

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.
- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.



**Knowledge:*****Students will know how to....***Health:

- Identify the different types of medicine.
- Explain the effects of tobacco use on personal hygiene
- Explain the harmful effects of tobacco smoke and how it is harmful to nonsmokers.
- Know how to locate health professionals in the home, at school and in the community to assist in addressing health emergencies and obtain reliable information.
- Realize that some diseases are better controlled when treated at an early stage.
- Develop a safety plan to anticipate and react to potentially hazardous situations.
- Demonstrate techniques of good personal hygiene and care in order to prevent the catching and spreading of disease.
- Identify personal traits that all humans possess.

Physical Education:

- Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.
- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.

**Skills:*****Students will be able to show or display...***Health:

- Naming and explaining the purpose for medications that the students have already used in his/her life.
- Tell how avoiding the use of tobacco products contributes to good life practices.
- Identify the individuals and agencies that are health advocates-especially in the areas of drugs, alcohol, and tobacco.
- Explaining the effects of medicine on the body and the mind, how they are obtained and properly used.
- Explaining how making a healthy choice by avoiding the use of tobacco products contributes to good life practices.
- Identify individuals and agencies that are health advocates – especially in the area of drugs, alcohol, and tobacco.
- Explain why diseases and health conditions need to be detected and treated early.
- Identify symptoms of certain diseases and understands the strategies which will aid in the prevention/spread of such diseases.

Physical Education:

- Demonstrate locomotor skills throughout general space such as skip, jump, hop, gallop, leap slide or jog.
- Demonstrate physical range of motions that go beyond lateral and linear physical movement.
- With and without a partner, demonstrate a movement modifier such as wide, high, low or crooked change.

**Cape May City Elementary School District Health and Physical Education Curriculum  
Unit III Overview**

**Content Area: Health and Physical Education**

**Unit Title: Health and Physical Education III**

**Target Course/Grade Level: K to Grade 2**

**Unit Summary:**

*Students will be able to:*

- Move and perform at different levels and different types and amounts of physical activity enhance personal health.
- Show how exploring wellness components provide a foundational experience of physical movement activities.
- Demonstrate how resources that support physical activity are all around you.
- Discuss that individuals enjoy different activities and grow at different rates.
- Discuss how personal hygiene and self-help skills promote healthy habits.
- Verbalize how every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Discuss how families shape the way we think about our bodies, our health and our behaviors.
- Verbalize understanding of how people have relationships with others in the local community and beyond.
- Discuss that communication is the basis for strengthening relationships and resolving conflict between people.
- All living things may have the capacity to reproduce.

**Interdisciplinary Connections:**

- Science, Technology, Social Studies, Health, Social Emotional Learning, Mathematics, ELA

**21st Century Themes, Skills, and Standards:**

- <http://www.state.nj.us/education/cccs/2014/career/>
- 21st Century Life and Career Standard 9.1, including critical thinking, problem solving, creativity, innovation, collaboration, teamwork and leadership, cross-cultural understanding and interpersonal communication and science.
- Incorporation of relevant technologies as tools as part of instruction (i.e. Chromebooks, Touch screen devices, manipulatives, certified assistive technologies for students with special needs, etc.)
- Developing effective communication

- Developing Independent Learning Strategies
- Incorporating Science, Technology, Engineering, and Mathematical themes into daily lessons
- Comprehensive Health and Physical Education NJSLs 2020

### **Learning Targets:**

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
- 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.PP.1: Define reproduction.
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

Grade	Unit III Lesson Components
Kindergarten	<p><b><u>Goal:</u></b> Students will explain the meaning of character.</p> <p><b><u>Assessment Activity:</u></b> Teacher will review the attributes that make up the meaning of character. Terms like responsibility, caring, honesty, and truthfulness should be used. Students will be instructed to draw a picture of someone who they believe embodies these terms and is a person of good character. Students will then be asked to explain how this person fits the description or meaning of good character.</p> <p><b><u>Goal:</u></b> Students will identify trusted community workers and be able to determine how to access home, school, and community health professionals.</p> <p><b><u>Assessment Activity:</u></b> Students will be asked to create a collage of trusted adults in the community. Examples could be police officers, firefighters, crossing guards, teachers, administrators, clergy, etc. Students will then be asked to orally describe how they might contact these trusted community members. Dialing 911 should be included as an important way to find a trusted community member.</p> <p><b><u>Goal:</u></b> Students will understand that peers have different physical abilities.</p> <p><b><u>Assessment Activity:</u></b> Each student will be asked to draw a self-portrait. They will be instructed to color in their hair color, hair type, and color of their eyes. They then will be asked to write on their picture two physical activities they think they are good at doing. Examples could be the ability to ride a bike, run fast, hit a tennis ball, color, paint, draw, or ride a skateboard. After each student has completed their portrait students will exchange their paper with another student and review that student's picture and abilities. To complete the assessment students will write the name of the student they changed with and their abilities next to their own. Students should compare to secure the understanding that different people have different abilities</p> <p><b><u>Goal:</u></b> Students will distinguish between offensive and defensive teammates as well as demonstrate good sportsmanship and competitive and cooperative strategies in different activities.</p> <p><b><u>Assessment Activity:</u></b> Teachers will use a classroom parachute to assess several skills through an authentic activity. Each student will be asked to grasp onto the parachute. Students will be asked to cooperate with each other to walk while holding the parachute even with both hands. Students will then be asked to raise the parachute up together and down together while standing stationary. This should be attempted several times to observe students. The class will then be broken up into two teams each holding one end of the parachute. The teacher will then produce one soft type ball to be place on the parachute. One team will then be asked to raise the parachute together to roll the ball</p>

<p><b>Grade 1</b></p>	<p>down to the other side of the parachute. The other team will then be asked to raise their end up as a group before the ball rolls off the parachute. Students should be able to distinguish which team is the offensive team (rollers) and who is the defensive team. Students should be observed for demonstrating both competitive and cooperative strategies. Students will then be asked orally to describe some of the appropriate sportsmanship behaviors which were displayed during the activity.</p> <p><u>The Great Body Shop Lessons:</u></p> <ol style="list-style-type: none"> <li>1. Going to the Doctor and Dentist</li> <li>2. The Family Team</li> <li>3. My Body is Special</li> </ol> <p><b><u>Goal:</u></b> Students will explain the meaning of character.</p> <p><b><u>Assessment Activity:</u></b> Teacher will review the attributes that make up the meaning of character. Terms like responsibility, caring, honesty, and truthfulness should be used. Students will be instructed to draw a picture of someone who they believe embodies these terms and is a person of good character. Students will then be asked to explain how this person fits the description or meaning of good character.</p> <p><b><u>Goal:</u></b> Students will identify trusted community workers and be able to determine how to access home, school, and community health professionals.</p> <p><b><u>Assessment Activity:</u></b> Students will be asked to create a collage of trusted adults in the community. Examples could be police officers, firefighters, crossing guards, teachers, administrators, clergy, etc. Students will then be asked to orally describe how they might contact these trusted community members. Dialing 911 should be included as an important way to find a trusted community member.</p> <p><b><u>Goal:</u></b> Students will understand that peers have different physical abilities.</p> <p><b><u>Assessment Activity:</u></b> Each student will be asked to draw a self-portrait. They will be instructed to color in their hair color, hair type, and color of their eyes. They then will be asked to write on their picture two physical activities they think they are good at doing. Examples could be the ability to ride a bike, run fast, hit a tennis ball, color, paint, draw, or ride a skateboard. After each student has completed their portrait students will exchange their paper with another student and review that student's picture and abilities. To complete the assessment students will write the name of the student they changed with and their abilities next to their own. Students should compare to secure the understanding that different people have different abilities</p> <p><b><u>Goal:</u></b> Students will distinguish between offensive and defensive teammates as well as demonstrate good sportsmanship and competitive and cooperative</p>
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<p><b>Grade 2</b></p>	<p>strategies in different activities.</p> <p><b><u>Assessment Activity:</u></b> Teachers will use a classroom parachute to assess several skills through an authentic activity. Each student will be asked to grasp onto the parachute. Students will be asked to cooperate with each other to walk while holding the parachute even with both hands. Students will then be asked to raise the parachute up together and down together while standing stationary. This should be attempted several times to observe students. The class will then be broken up into two teams each holding one end of the parachute. The teacher will then produce one soft type ball to be place on the parachute. One team will then be asked to raise the parachute together to roll the ball down to the other side of the parachute. The other team will then be asked to raise their end up as a group before the ball rolls off the parachute. Students should be able to distinguish which team is the offensive team (rollers) and who is the defensive team. Students should be observed for demonstrating both competitive and cooperative strategies. Students will then be asked orally to describe some of the appropriate sportsmanship behaviors which were displayed during the activity.</p> <p><b><u>The Great Body Shop Lessons:</u></b></p> <ol style="list-style-type: none"> <li>1. Happy, Sad, and In-Between</li> <li>2. All About Medicines</li> <li>3. Talk and Listen</li> </ol> <p><b><u>Goal:</u></b> Students will explain the meaning of character.</p> <p><b><u>Assessment Activity:</u></b> Teacher will review the attributes that make up the meaning of character. Terms like responsibility, caring, honesty, and truthfulness should be used. Students will be instructed to draw a picture of someone who they believe embodies these terms and is a person of good character. Students will then be asked to explain how this person fits the description or meaning of good character.</p> <p><b><u>Goal:</u></b> Students will identify trusted community workers and be able to determine how to access home, school, and community health professionals.</p> <p><b><u>Assessment Activity:</u></b> Students will be asked to create a collage of trusted adults in the community. Examples could be police officers, firefighters, crossing guards, teachers, administrators, clergy, etc. Students will then be asked to orally describe how they might contact these trusted community members. Dialing 911 should be included as an important way to find a trusted community member.</p> <p><b><u>Goal:</u></b> Students will understand that peers have different physical abilities.</p> <p><b><u>Assessment Activity:</u></b> Each student will be asked to draw a self-portrait. They will be instructed to color in their hair color, hair type, and color of their eyes. They then will be asked to write on their picture two physical activities they</p>
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<p><b>Unit Enduring Questions:</b></p> <p><i>Questions that will foster inquiry, understanding and transfer of learning.</i></p> <ul style="list-style-type: none"> <li>• Can you name family, school and community rules that protect and promote health and safety?</li> <li>• Can you identify and explain the reachable characteristics to one's personal healthy lifestyle</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Identify sources of health information.</li> <li>• Explain the steps to make an effective health decision.</li> <li>• Develop a wellness goal, and explain why setting a goal is important.</li> </ul>

<p>and why these are important for now and the future?</p> <ul style="list-style-type: none"> <li>• What are some factors that influence human behavior?</li> <li>• How can you compare and contrast the status one achieves throughout the different stages of life and how that can suddenly change depending on who joins the group?</li> </ul> <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> <li>• How can understanding movement concepts improve my performance?</li> <li>• How can I make movement more interesting, fun, and enjoyable?</li> <li>• How does my use of movement influence that of others?</li> <li>• Why do I have to understand concepts of movement when I can already perform the movement?</li> <li>• To what extent does strategy influence performance in competitive games and activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how a person's character and values are reflected in ways one thinks, feels and acts.</li> <li>• Act as a leader and a follower.</li> <li>• Explain and demonstrate ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear, and fire, bus, and traffic safety procedures.</li> <li>• Define character, values, and integrity; express the respect young people can attain when displaying these characteristics.</li> <li>• Identify the factors that lead to group success and help solve group problems.</li> <li>• Explain when and how to use refusal skills in health and safety situations.</li> <li>• Define character, values, and integrity. Express the respect young people can attain when displaying them.</li> <li>• Motivate group members to work together and provide constructive feedback.</li> </ul> <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> <li>• Knowing and understanding concepts of movement will improve performance in a specific a skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>• Implementing effective offensive, defensive and cooperative strategies are necessary for all players to be successful in game situations.</li> </ul>
<p><b><u>Knowledge:</u></b></p> <p><b><i>Students will know how to....</i></b></p> <p><u>Health:</u></p> <ul style="list-style-type: none"> <li>• Understand what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness)</li> <li>• Determine how parents, technology, culture, and the media influence decision making</li> <li>• Understand that character impacts the way one feels and thinks about one's self and others</li> <li>• Differentiate among characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors</li> <li>• Determine the possible causes of conflict between people and appropriate ways to prevent and resolve them</li> <li>• Express age appropriate needs, wants, and</li> </ul>	<p><b><u>Skills:</u></b></p> <p><b><i>Students will be able to show or display...</i></b></p> <p><u>Health:</u></p> <ul style="list-style-type: none"> <li>• Identify individuals and community agencies that advocate for an individual's family and community health.</li> <li>• Know family, school and community rules that protect and promote health and safety.</li> <li>• Identify and explain the reachable characteristics to ones' personal healthy lifestyle and why these are important for now and the future.</li> <li>• Discuss the factors that influence human behavior.</li> <li>• Compare and contrast the status one achieves throughout the different stages of life and how that can suddenly change depending on who joins the group.</li> <li>• Discuss the difficulties individuals encounter when, doing the right thing is not cool."</li> </ul>



<p>feelings in health and safety related safety situations (i.e. communication in different scenarios)</p> <ul style="list-style-type: none"> <li>• Explain why it is advantageous to think before acting and how those decisions impact the health of you and others</li> <li>• Explain how certain character traits impact the way one feels, thinks and acts towards them self and others</li> <li>• Explain how character may be enhanced by participating in school service activities</li> <li>• Demonstrate appropriate behavior when interacting with people with disabilities</li> <li>• Identify ways to keep one safe at home, school, and in the community to prevent injury</li> <li>• Explain healthy ways of coping with common stressful situations experienced by children</li> </ul> <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> <li>• How to use offensive and defensive strategies in game situations.</li> <li>• How to demonstrate proper teamwork and sportsmanship through game play.</li> <li>• How to apply safety rules during game play.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast communication, cooperation and compromise when seeking resolution for a group difficulty.</li> </ul> <p><u>Physical Education:</u></p> <ul style="list-style-type: none"> <li>• Teamwork consists of effective communication and other interactions between team members.</li> <li>• Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>
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## Cape May City Elementary School District Kindergarten to Grade 2 Health Physical Education Curriculum Evidence of Learning

### Specific Formative Assessments Utilized in Daily Lessons:

- Suggested Formative Assessment
- Daily independent practice
- Peer Discussions
- Student Portfolio
- Reading/Writing Conferences
- Self-Evaluations
- Anecdotal Notes
- Open-Ended Responses
- Journal Entries
- Reading Logs
- Exit Tickets

### Summative Assessment Utilized throughout Units:

- National Fitness Test
- Technology Tasks (Google Forms)
- NAYS Coaching PE Tests

- NJ Dept of Health Wellness Test / Self-Assessment

### **Benchmarks:**

- National Fitness Test (Quarterly)

### **Modifications for English Language Learner's [ELL]**

- Prompts
- Visual aids (including streaming videos)
- Modeling
- Cooperative learning.
- Stopping and checking for understanding
- Consultation from ELA teachers in strategies with students
- Extra time for assigned tasks Adjust length of assignment
- Communication system between home and school

### **Modifications for Special Education Students [IEPs]:**

- Follow all IEP accommodations for each student as to meet each student's individual need
- For extra strategies please review list above in the ELL category for students who have IEPs
- Provide instructional breaks / practice chunking
- Circling back to original topic
- Lexile score modifications [Health pamphlets / scholastic magazines / etc.]
- Extra time for assigned tasks Adjust length of assignment
- Communication system between home and school
- Extra response Time
- Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks
- Provide a warning for transitions
- Precise step by step directions Short manageable tasks
- Brief and concrete directions
- Provide immediate feedback
- Emphasize multi-sensory learning
- Teacher made checklist
- Use visual graphic organizers

### **Modifications for students with 504s:**

- Adhere to the modifications of the 504
- For extra strategies please review list above in the ELL category for students who have IEPs
- Provide instructional breaks / practice chunking
- Circling back to original topic
- Provide adaptive PE when necessary
- Provide alternative assignments when necessary

### **Modifications Gifted and Talented Students:**

- Encourage students to explore concepts in depth and encourage independent studies or investigations. Use thematic instruction to connect learning across the curriculum.
- Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment. Expand students' time for free reading.

- Invite students to explore different points of view on a topic of study and compare the two. Provide learning centers where students are in charge of their learning.
- Brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom. Determine where students' interests lie and capitalize on their inquisitiveness.
- Refrain from having them complete more work in the same manner. Employ differentiated curriculum to keep interest high.
- Avoid drill and practice activities.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. If possible, compact curriculum to allow gifted students to move more quickly through the material.
- Encourage students to make transformations- use a common task or item in a different way.
- Reference <http://www.bsu.edu/web/lshasky/Forms/Interventions/Gifted.pdf>

### **Modifications At-Risk/Basic Skills:**

- Avoid drill and practice activities.
- Supplemental / Pullout Teaching
- Peer tutoring
- Modified Assignments
- Differentiated Instruction
- Visual aids
- Songs
- Total Physical Response

### **Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, "Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change." The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:

#### Life and Career Standards

- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum. Links to relevant content standards can be at Scholastic.com, Starfall.com, and other online resources.

### **Project-based Learning Tasks:**

- Ongoing student portfolio assessments [created by faculty] to monitor student progress.

### **Vocabulary:**

- In-text vocabulary should be incorporated into every unit. Word journals, vocabulary walls,

and/or various other activities should be utilized by the instructor to teach vocabulary.

- Story, key details, retell, describe, main topic, rhyming words, syllables, story elements, character, setting, question, question words, front cover, back cover, title page, narrative, favorite, informational text, rules, connection, discuss, conversation, information, illustrator, author, illustrate, picture

### **The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLs indicate, students will develop proficiency with MLA or APA format as applicable.
- [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)
- [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

### **Technology:**

- Students must engage in technology applications integrated throughout the curriculum, though technology provided by us in their individual classroom, and in our technology centered classrooms.
- Streaming services (YouTube, Vimeo, Amazon Prime etc.)
- Computer and Portable devices applications
- Online Resources

### **Resources:**

- Ancillary resources and materials used to deliver instruction **are included below:**
  - Learning New Jersey Model Curriculum
  - Youtube.com
  - Videofitness.com
  - Pecentral.org
  - Atozteacherstuff.com
  - Teachphysed.com
  - Pelinks4u.com
  - Mikespe.com

### **Career Education & Resources:**

- NJDOE CTE (<https://www.nj.gov/education/cte/>)
- Careers are Everywhere Workbook (<https://lmci.state.tx.us/shared/careersareeverywhere.asp>)
- Career Bingo ([http://www.breitlinks.com/careers/career\\_pdfs/careerbingo.pdf](http://www.breitlinks.com/careers/career_pdfs/careerbingo.pdf))
- Vocational Information Center / Career Exploration Guides and Resources for Younger Students (<http://www.khake.com/page64.html>)
- CTE NJDOE Career Explore (<https://www.nj.gov/education/cte/resources/tools/exploration.htm>)

### **Standards in Action: Climate Change**

The impact of climate change on human health is a significant threat to our way of life. The human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes,

the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed by threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness. (Comprehensive Health and Physical Education, NJSLS, June 2020)

Climate change is addressed per NJSLS June 2020 throughout The Great Body Lessons. Students will participate in discussions and activities that encompass care and compassion for the environment.

### **Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

### **Low Prep Strategies**

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
<b>Multiple levels of questions</b>	Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In

	some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)
<b>High Prep Strategies</b>	
<b>Cubing</b>	Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
<b>Tiered assignment/ product</b>	The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
<b>Independent studies</b>	Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
<b>4MAT</b>	Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas
<b>Jigsaw</b>	Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.
<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students

	who excel in different modalities over others (verbal versus visual).
<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
<b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”)</b>	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
<b>Curriculum Development Resources/Instructional Materials:</b>	



List or Link Ancillary Resources and Curriculum Materials Here:

- New Jersey Student Learning Standards (<https://www.nj.gov/education/cccs/>)
- NJSL English Language Arts (<https://www.nj.gov/education/cccs/2014/chpe/>)
- Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.
- Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.
- 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.
- 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.
- The Great Body Shop ([thegreatbodyshop.net](http://thegreatbodyshop.net))
- Comprehensive Health and Physical Education NJSL 2020

**Board of Education Approved Text(s)**

Scholastic Health Weekly Articles, Bodies (National Geographic)