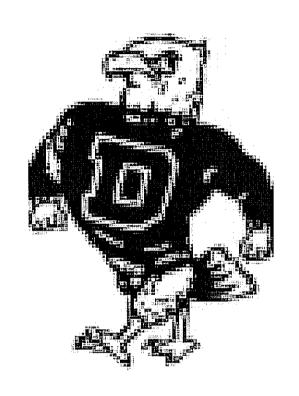
DENNIS TOWNSHIP SCHOOL DISTRICT



HEALTH AND PHYSICAL EDUCATION CURRICULUM

APPROVED: JANUARY 22, 2014

K-8 Scope and Sequence

Order of Units:

Health:

Pre K − 2nd grade unit 1 wellness: healthy habits

unit 2 wellness: social and emotional health

- unit 3 wellness: disease and health

unit 4 wellness: alcohol, tobacco, drug

3rd – 4th grade

unit 1 wellness: healthy habits

- unit 2 wellness: social and emotional health

unit 3 wellness: disease and health

unit 4 wellness: alcohol, tobacco, drug

5th – 8th grade

unit I wellness: healthy habits (***Possibly consideration of nutrition and first aid being separate units)

unit 2 wellness: social and emotional health

unit 3 wellness: disease and health

unit 4 wellness: alcohol, tobacco, drug

unit 5 human sexuality

Physical Education

Pre K- 2nd grade

- unit 1 social skills
- unit 2 locomotor/non locomotor movements
- unit 3 manipulatives

3rd 4th grade

- unit 1 social skills
- unit 2 locomotor/non locomotor movements
- unit 3 manipulatives

- unit 4 team playunit 5 fitness

- 5th 8th grade

 unit 1 social skills

 unit 2 manipulatives

 unit 3 team play

 unit 4 fitness

 unit 5 lifetime activities

Name of Course: Physical Education Grade Level: PreK-2

							Performing arts
		Brainstorming		activities			Visual and
self direction				cooperative			Technology
Initiative and	assessment	activities		Play			World language
	Student	Whole class		skills			Science
				resolution			Social Studies
	interviews	Pair share	•	conflict			Math
thinking	Exit			Develop			Connections:
Critical		discussions			cooperation		disciplinary
	discussion	Group		game play	promote		Inter-
Collaboration	Classroom			activities and	social skills		
80		instruction		group	acceptable		All year
on	Observation	Direct		social skills in	understand that	class?	Time Frame
Communicati		,		appropriate	Students will	iors affect the	
·	limited to:	limited to:	2.2C 2.5C	Demonstrate	that:	actions/behav	Social Skills
solving	but not	but not	2.2A 2.2B	be able to:	understand	(my)	PreK - 2
Problem	May include	May include	2.1A 2.1D	Students will	Students will	How do your	Unit 1
							to?
							this unit connect
							knowledge does
							domains of
	objectives?						What other
	the				investigation?		Connections
	have achieved				the	unit.	disciplinary
covered?	that students			instruction?	will result from	ideas of the	Inter-
will be	demonstrates			result of	understandings	into the big	
Century skills	that	structured?		able to do as a	transferable	guide inquiry	each unit?
What 21st	be collected	learning be		students be	lasting and	questions	will be studied in
Skills	evidence will	How will		What will	What specific,	These	What Big Ideas
Themes &	What	Strategies		& Skills	Understanding	Questions	Competencies
ZI Century	Thought the tree	THE TACKS OF THE		Transit realist	Summing	ADJOS CALCAGO	Colc

Unit 2: PreK - 2 Locomotor/Non Locomotor Movement	How does being physically active affect	Performing movement skills in a technically correct manner improves	Perform locomotor movements, including but not limited to	2.1A 2.1D 2.5A 2.5B 2.5C 2.6A	May include but not limited to: Direct	May include but not limited to: Observation	Problem solving Communication
Movement	your	overall	not limited to walking,		instruction	Observation	& S
Time Frame:	wellness?	performance	skipping,			Classroom	Collaboration
All year		and increases	galloping,		Group	discussion	
Interdisciplinary		the likelihood	running,	P	discussions		Critical
Subjects:		of participation	music			Exit	thinking
		in lifelong	movement		Pair share	interviews	
Math		physical activity	and non-				Initiative and
			locomotor		Whole class	Student	self direction
Social Studies			movements		activities	assessment	
Science			not limited to		Brainstorming	Checklists	
World language			swinging, lifting,		Repetition	Rubrics	
(pushing etc.		,		
Technology			,		Game play		
Visual and	•						
							1
Unit 3: PreK-2	Why do I have to	Knowing and understanding	Including but not limited to:	2.5A 2.5B 2.5C 2.6A	May include but not	May include but not	Problem solving
Manipulatives	understand	concepts of			limited to:	limited to:	
	concepts of	movement will	Throwing		,		Communicati
Time Frame:	movement to	improve			Teacher	Observation	on
All year	perform the	performance in	Catching		instruction)	80
	movement?	a specific skill	V:di-	2 10 10 10	G	Classroom	Collaboration
Connections:		foundation for	Krioking		discussions	aroonorou.	Critical

Name of Course: Physical Education Grade Level: PreK-2

performing arts	Visual	Social Studies	Technology	World Immigra	Colence	Math	
					sports and	in a variety of	transfer of skills Striking
					Volleying		Striking
Individual activities	Game play	Repetition	Brainstorming	activities	Whole class	Pair share	
	Partner assessment	Rubrics	Checklists	assessment	Student self	interviews	Exit
	Adaptability	Flexibility and		Initiative and self direction			thinking

Social and				ach Airich			1 connorogy
(Rubric			activities			Tachnology
Initiative and Self Direction	Checklist	Brainstorming		Play			World language
Adaptability	assessment	activities		skills			Science
Flexibility and	Student	Whole class		resolution			
				conflict			Math
Innovation	interviews	Pair share		Refine			
Creativity and	Exit						Connections:
		discussions		game play			disciplinary
Collaboration	discussion	Group		team play, and			Inter-
6 %	Classroom			activities,	cooperation		
Communication		instruction	2.5C	group	promote	class?	All year
	Observation	Teacher	2.2C	social skills in	social skills	affect the	Time Frame:
solving			2.2B	appropriate	Acceptable	behaviors	
problem	limited to:	limited to:	2.2A	Demonstrate	that:	actions/	Social Skills
thinking and	but not	but not	2.1D	be able to:	understand	your (my)	3-4
Critical	May include	May include	2.1A	Students will	Students will	How do	Unit 1
							to?
							this unit connect
							knowledge does
							domains of
	objectives?						What other
	achieved the				investigation?		Connections
	have				the	of the unit.	disciplinary
covered?	that students			instruction?	will result from	the big ideas	Inter-
s will be	demonstrates			result of	understandings	inquiry into	
Century skills	that	structured?		able to do as a	transferable	guide	in each unit?
What 21 st	be collected	learning be		students be	lasting and	questions	will be studied
	evidence will	How will		What will	What specific,	These	What Big Ideas
Themes &	What	Strategies		Skills	Understanding	Questions	Competencies
3 21" Century	Assessments	Instructional	N.J.C.C.C.S.	Knowledge &	Enduring	Essential	Core

Productivity		Andread Andrea					Visual and
Skills							Technology
Social and	Rubric	leam play		together			World language
Initiative and Self Direction	Checklist	Brainstorming		Sequence movements			Science
Adaptability	assessment	activities		space, etc.			Social Studies
Flexibility and	Student	Whole class		change of	physical activity		Math
Creativity and Innovation	Exit interviews	Pair share		as change of directions,	participation in lifelong		Interdisciplinary Connections:
Collaboration	discussion	Group		of movement	performance and increases	Weimess	All year
Communication	COSCI VALIOII	instruction	2.5C	Shows	overall	your	Time Frame:
solving	Observation	7	2.2B	activities	correct manner	active affect	Movement
thinking and problem	but not limited to:	but not limited to:	2.1D 2.2A	movements in various	movement skills in a technically	being hysically	&4th
Critical	May include	May include	2.1A	Use locomotor	Performing	How does	Unit 2: 3 rd
Leadership and Responsibility							
and Accountability							,
Productivity				1 10 10 10			Visual performing arts
Cross Cultural							Social Studies

and Accountability				Regin to			
and				strategies			
•				movement			
Productivity		activities		implementing			
		individual		Begin			performing arts
nent Skills	assessment						Visual and
Cross Cultural	Partner	game play		principles			
Social and				movement	•		Social Studies
	Rubrics	Repetition		knowledge of			
Self Direction				Demonstrate			Technology
ists Initiative and	Checklists	Brainstorming			•		
-				Volleying			World language
nent Adaptability	assessment	activities		Striking			
t self Flexibility and	Student self	Whole class		Kicking	activities.		Science
				Catching	sports and		
ws Innovation	interviews	Pair share		Throwing	in a variety of		Math
Creativity and	Exit				transfer of skills		
		discussions		such as:	foundation for	movement?	Connections:
ion Collaboration	discussion	Group		manipulatives	and provide the	perform the	Interdisciplinary
om &	Classroom			various	a specific skill	already	
Communication		instruction		skills with	performance in	when I can	All year
ation	Observation	Direct	2.6A	movement	improve	movement	Time Frame:
solving			2.5C	Develop	movement will	concepts of	
to: problem	limited to:	limited to:	2.5B		concepts of	understand	Manipulatives
thinking and	but not	but not	2.2A	not limited to:	understanding	have to	3-4
clude Critical	May include	May include	2.1A	Including but	Knowing and	Why do I	Unit 3
Kesponsibility							
Leadership and							
Accountability							
and							performing arts

Leadership and Responsibility				Recognize the importance of			
and Accountability				sportsmanship during play			
Productivity		activities		appropriate			
CRITIC	aggeogniteit	Individual		Demonstrate			ססומו סינותוסי
Cross Cultural	Partner	Game play		game play			Social Studies
Social and	-			of officiating			Technology
	Rubrics	Repetition	•	the concepts			
Self Direction				Begin to learn			World language
Initiative and	Checklists	Brainstorming				•	
,				game play			Science
Adaptability	assessment	activities		strategies of			
Flexibility and	Student self	Whole class		different			Math
				understand			
Innovation	interviews	Pair share		Begin to			Subjects:
Creativity and	Exit				game situations.		Interdisciplinary
		discussions		to the game	successful in	activities?	
Collaboration	discussion	Group		play according	players to be	games and	activity
89	Classroom			adjust game	necessary for all	competitive	Seasonal by
Communication		instruction	2.6	Begin to	strategies is	ID.	
	Observation	Direct	2.5C		cooperative	performance	Time Frame:
solving			2.5B	activities	defensive and	influence	
problem	limited to:	limited to:	2.5A	different team	offensive,	strategy	Team Play
thinking and	but not	but not	2.2A	rules of	effective	extent does	3-4
Critical	May include	May include	2.1D	Learn the	Implementing	To what	Unit 4
				another			-
				one activity to			
				concepts from		•	
,				movement			
Responsibility				transition			

							Life and Careers	21 st Century		Languages	World		Social Studies		Technology		Science		Math		connections:	Interdisciplinary	•	All year	Time Frame:		Fitness	3-4	Unit 5		
																				it?	to commit to	motivation	find the	program and	fitness	personal	appropriate	develop an	How do I		
The first time of the first ti																					lifetime fitness.	necessary for	principles is	training	appropriate	utilizes	program that	implementing a	Developing and		
Agility	Speed		Endurance	Strength	Flexibility	in the areas of:	performance	demonstrate	Continue to		fitness	personal	for their	responsibility	assume	Continue to		fitness	components of	of the	understanding	gain	Continue to		fitness	of personal	understanding	gain an	Continue to	game play	cooperation in
																				2.6A	2.5C	2.5B	2.5A	2.2C	2.2B	2.1D	2.1C	2.1B	2.1A		
							activities	Individual		Game play		Repetition		Brainstorming		activities	Whole class		Pair share		discussions	Group		instruction	Teacher		limited to:	but not	May include		
						testing	Standardized		assessment	Partner		Rubrics		Checklists		assessment	Student self		Interviews	Exit		discussion	Classroom		Observation		limited to:	but not	May include		
		Responsibility	Leadership and		Accountability	and	Productivity		Skills	Cross Cultural	Social and		Self Direction	Initiative and		Adaptability	Flexibility and		Innovation	Creativity and		Collaboration	80	Communication		solving	problem	thinking and	Critical		

Name of Course: Physical Education Grade Level: 3-4

Develop an understanding of fitness benefits of different activity.	within the areas designed on the fitness course and/or training circuit.

Comparation	Initiative and		(JTQ		æ			Technology
ies Questions Understanding guide inquiry into the big ideas of the unit. What specific, sudents be ideas of the unit. will result from instruction? What will students be ideas of the unit. will result from instruction? What will students be investigation? What will students be instruction? How will structured? What students that students that students have achieved the objectives? doess How do your saffect the class? Acceptable saffect the saffect the class? Demonstrat social skills in group activities, activities, learn play, and game play. and game play. activities scolation skills 2.1A 2.1D subtruction instruction May include but not limited to: limi			Brainstormin		Demonstrat			
ites Questions Understanding leas & Skills Strategies What specific, students be learning be into the big	Adaptability							World language
ies Questions Understanding least & Skills Strategies What specific, will learning be into the big into the big ideas of the unit. What specific, will easting and into the big indeas of the unit. What specific, will easting and that students be investigation? Students be idean in the will learning be investing and as a result will result from of the will result from instruction? What will learning be ideaning be ideaning be collected will learning be investigation? How will learning be ideaning be collected into do ideaning that students that students in struction? Hat will learning be ideaning be collected structured? that students that students in struction? Into the big transportate into instruction? Into the big transportate interviews Acceptable objectives? Demonstrat in group and game play, and game play. Acceptable objectives? Demonstrat interviews 2.1A 2.1D objectives? May include but not instruction instruction? State of the objectives?	Flexibility and	assessment	activities		skills			
ies Questions Understanding guide inquiry & Skills What will specific, students be into the big into the big ideas of the unit. What specific, students be indeas of the unit. What specific, students be indeas of the unit. What will saking and that will earning be ideaning be ideas of the unit. What will evidence will learning be ideaning be ideaning be that students will result from of the will result from instruction? What will evidence will elearning be ideaning be that students that students that students that students will result from instruction? does What a specific, students be idean of the inject ideas of the unit. Demonstrat in group activities, and game play. Z.1A 2.1D May include but not instruction in		Student	Whole class		resolution			Science
ies Questions Understanding leas & Skills Strategies What How will learning be into the big ideas of the unit. What specific, and into the big ideas of the unit. What specific, and into the big into the big ideas of the unit. What specific, students be transferable will result from of instruction? Students be transferable will result from of instruction? Structured? How will learning be that students will result from instruction? How demonstrates that students have achieved the objectives? does How do your saffect the class? Acceptable actions/behavior promote social skills class? Demonstrat social skills in group and game play, and game play, and game play. 2.1A 2.1D bircet coperation instruction discussions May include but not classroom discussions Observation discussions Strict the class? Demonstrat Demonstrat Direct instruction Classroom discussions	Innovation				e conflict			
ies Questions Understanding leas & Skills What will specific, students be indead inquiry into the big ideas of the unit. What specific, students be investigation? Structured? will learning be investigation? What will learning be instruction? What students that	Creativity and	interviews	Pair share		Demonstrat			Math
ies Questions Understanding leas & Skills What will specific, students be into the big into the big ideas of the unit. What specific, students be into the big into the big ideas of the unit. What specific, students be into the big		Exit						
ieies Questions leas These questions guide inquiry into the big ideas of the unit. y tass doess Most specific, into the big into the big ideas of the unit. will result from instruction?	Collaboration		discussions		play			Connections:
ies Questions Understanding leas & Skills What will students be into the big into the big ideas of the unit. What specific, students be into the big into the big ideas of the unit. What specific, students be instruction? What will students be evidence will elearning be instruction? What will learning be idemonstrates that students that students have achieved the objectives? does Investigation? Investigation? Instruction? Inst	80	discussion	Group		and game			disciplinary
ies Questions Understanding leas & Skills Strategies What How will learning be collected able to do into the big ideas of the unit. will result from is ruction? What specific, students be ideas of the unit. will result from the big investigation? Structured? that structured? that structured? What will learning be collected able to do structured? What will learning be collected structured? What will struction? does How do your social skills Acceptable social skills Demonstrat scale 2.1A 2.1D May include but not but not but not social skills but not limited to: limited	on	Classroom			team play,			Inter-
ies Questions Understanding leas & Skills What will specific, widence will students be into the big ideas of the unit. will result from investigation? What will students be ideas of the unit. will result from investigation? What will students be collected able to do structured? How will be collected that structured? What will earning be that structured? What will be collected that structured? How do your social skills Acceptable social skills Demonstrat social skills 2.1A 2.1D social skills May include but not social skills May include but not social skills May include but not social skills Direct Observation	Communicati		instruction		activities,			
cies leas Questions Understanding leas & Skills Strategies What specific, students be collected able to do into the big into the big ideas of the unit. What specific, students be transferable will result from of investigation? What will learning be that structured? What will be collected able to do instruction? y Ideas of the unit. will result from investigation? of investigation? Investigation? Instruction? Inst		Observation	Direct		in group		class?	All year
ices Questions Understanding & Skills Strategies What leas These questions ied These questions and guide inquiry What specific, lead into the big transferable indeas of the unit. What students be learning be will learning be will learning be will structured? What will learning be that structured? What will learning be that structured? What will structured? What will learning be that structured? What will structured? What will learning be that structured? </th <td>solving</td> <td></td> <td></td> <td></td> <td>social skills</td> <td>cooperation</td> <td>s affect the</td> <td>Time Frame</td>	solving				social skills	cooperation	s affect the	Time Frame
ies Questions Understanding leas & Skills Strategies What These questions ied These questions at lasting and into the big ideas of the unit. What specific, lasting and into the big investigation? What will learning be investigation? How do your social skills Emonstrates instruction? How do your social skills Acceptable social skills Demonstrate 2.1A 2.1D May include but not May include but not	problem	limited to:	limited to:	2.2C 2.5C	appropriate	promote	actions/behavior	
ies Questions Understanding leas & Skills Strategies What evidence will learning be guide inquiry into the big into the big ideas of the unit. What specific, what will students be investigation? What will students be investigation? Strategies What will learning be instructured? What will learning be instructured? What specific, what instruction? What will learning be instructured? What structured? What structured? What structured? What will learning be instruction? What structured? What will learning be instructured? What structured? What structured? What structured? What will learning be instruction? What will learning be instructured? What will learning be collected structured? What stru	thinking and	but not	but not	2.2A 2.2B	O	social skills	(my)	Social Skills
Questions Questions Understanding & Skills Strategies What leas These questions What specific, guide inquiry What will structured be into the big ideas of the unit. What will structured? How will learning be structured? be collected that structured? will result from investigation? of investigation? investigation? investigation?	Critical	May include	May include	2.1A 2.1D	Demonstrat	Acceptable	How do your	Unit 1:5th &8th
encies Questions Understanding & Skills Strategies What gldeas These questions What specific, What will How will evidence will unit? into the big ideas of the unit. transferable understandings as a result that structured? that students ions the investigation? investigation? instruction? have achieved the objectives?								connect to?
cies Questions Understanding & Skills Strategies What deas These questions What specific, guide inquiry into the big into the big ideas of the unit. What specific, students be transferable inderstandings as a result will result from the investigation? Strategies What will sevidence will learning be structured? be collected structured? be collected structured? that students that students instruction? that students have achieved the objectives?								this unit
Colors Questions Understanding & Skills Strategies What deas These questions What specific, guide inquiry What will lasting and into the big into the big ideas of the unit. What will students be ideas of the unit. How will learning be structured? that structured? y the investigation? instruction? have achieved the objectives?								knowledge does
Compositions Co								domains of
cs Questions Understanding & Skills . Strategies What ass These questions What specific, What will How will evidence will ad guide inquiry lasting and students be learning be be collected into the big understandings as a result structured? that ideas of the unit. will result from the of that students the investigation? instruction? achieved the		objectives?						What other
cs Questions Understanding & Skills . Strategies What ass These questions What specific, What will How will evidence will ad guide inquiry lasting and students be learning be be collected into the big transferable able to do structured? that ideas of the unit. will result from of that students the instruction? have		achieved the				investigation?		Connections
es Questions Understanding & Skills . Strategies What eas These questions What specific, What will How will evidence will ed guide inquiry lasting and students be learning be be collected into the big transferable able to do structured? that ideas of the unit. will result from of that students		have			instruction?	the		disciplinary
ces Questions Understanding & Skills . Strategies What eas These questions What specific, What will How will evidence will ed into the big transferable able to do structured? that ideas of the unit. understandings as a result structured? demonstrates	covered?	that students			of	will result from		Inter-
cs Questions Understanding & Skills . Strategies What eas These questions What specific, What will How will evidence will ed guide inquiry lasting and students be learning be be collected into the big transferable able to do structured? that	will be	demonstrates			as a result	understandings	ideas of the unit.	
Questions Understanding & Skills Strategies What s These questions What specific, guide inquiry What will learning be learning be collected What will learning be learning be collected	Century skills	that	structured?		able to do	transferable	into the big	in each unit?
QuestionsUnderstanding& Skills.StrategiesWhatThese questionsWhat specific,What willHow willevidence will	What 21 st	be collected	learning be		students be	lasting and	guide inquiry	will be studied
Questions Understanding & Skills . Strategies What	Skills	evidence will	How will		What will	What specific,	These questions	What Big Ideas
	Themes &	What	Strategies	•	& Skills	Understanding	Questions	Competencies
Enduring Knowledge N.J.C.C.S Instructional Assessments	21" Century	Assessments	Instructional	N.J.C.C.C.S	Knowledge	Enduring	Essential	Core

Time Frame:	1	Manipulatives	Unit 2: 5 th &8 th	Visual performing arts :	Social Studies
movement when	concepts of	to understand	Why do I have		
demonstrate	and /or	understanding	Knowing,		
various	skills with	movement	Develop		during activities
2.5C	2.5B	2.2A	2.1A		
	limited to:	but not	May include		
	limited to:	but not	May include		
solving	problem	thinking and	Critical	Cross Cultural Skills Productivity and Accountabilit y Leadership and Responsibility	Social and

			Social Studies		Technology		World language		Science		Math		Connections:	У	Interdisciplinar		activity	Seasonal by	Time Frame:		Team Play	&8 th	Unit 3: 5 th	
																	activities?	games and	competitive	performance in	influence	does strategy	To what extent	
														game situations.	successful in	players to be	necessary for all	strategies is	cooperative	defensive and	offensive,	effective	Implementing	
officiating	of	the concepts	appreciate	practice and	Continue to		game play	strategies of	different	develop	Continue to		the game	according to	play	adjust game	Continue to		activities	team	different	rules of	Learn the	
																				2.6	2.5C	2.5A 2.5B	2.1D 2.2A	
activities	Individual		Game play		Repetition		() ^C	Brainstormin		activities	Whole class		Pair share		discussions	Group		instruction	Direct		limited to:	but not	May include	
			assessment	Partner		Rubrics		Checklists		assessment	Student self		interviews	Exit		discussion	Classroom		Observation		limited to:	but not	May include	
Productivity		Skills	Cross Cultural	Social and		Self Direction	Initiative and		Adaptability	Flexibility and		Innovation	Creativity and		Collaboration	\$	on	Communicati		solving	problem	thinking and	Critical	

	Math		y connections:	Interdisciplinar		All year	Time Frame:		Fitness	&8 th	Unit 4: 5 th	
				commit to it?	motivation to	find the	program and	personal fitness	appropriate	develop an	How do I	
			lifetime fitness.	necessary for	principles is	training	appropriate	utilizes	program that	implementing a	Developing and	
components	ng of the	understandi	gain	Continue to		fitness	personal	ng of	understandi	gain an	Continue to	Continue to demonstrate appropriate sportsmans hip Continue to demonstrate cooperation in game play
						2.6A	2.5C	2.5A 2.5B	2.2B 2.2C	2.1C 2.1D	2.1A 2.1B	
	Pair share		discussions	Group		instruction	Teacher		limited to:	but not	May include	
	interviews	Exit		discussion	Classroom		Observation		limited to:	but not	May include	
Innovation	Creativity and		Collaboration	∞ 33	on	Communicati		solving	problem	thinking and	Critical	and Accountabilit y Leadership and Responsibility

						Careers	Life and	21 st Century	World Languages	Social Studies	Technology	Science
							•					:
Develop an understandi ng of fitness benefits of	course and/or training circuit.	areas designed on the fitness	agility within the	endurance,	areas or flexibility,	performanc e in the	demonstrate	Continue to	personal fitness	responsibilit y for their	Continue to assume	of fitness
						activities	Individual	Game play	Kepetition		Brainstormin	Whole class activities
						testing	Standardized	assessment	Partner	Rubrics	Checklists	Student self assessment
		ICT Literacy	Responsibility	Leadership	y	Productivity and	,	Cross Cultural Skills	Social and	Initiative and Self Direction	Adaptability	Flexibility and

			Math		Science		Careers	Life and	21 st Century		performing Arts	Visual and		Connections:	Disciplinary	Inter-		activity	Seasonal by	Time Frame:		Activities	Lifetime	Unit 5:							
																					active lifestyle?	maintaining an	value of	What is the							
																		destination!	journey, not a	Fitness is a	a lifetime goal.	staying active is	comprehend that	Recognize and							
alternative	provides	community	that the	Understand		process	on-going	active is an	that being	Appreciate		skiing, etc.	country	cross	bowling,	sports,	racquet	swimming,	as: golf,	sports such	life time	individual	experience	Learn and	concept	as a fitness	goal setting	Implement	•	activity	various
			·																			2.5C 2.6A	2.5A 2.5B	2.1A 2.2B							
				activities	Individual		Game play		Repetition		Œ	Brainstormin		Pair share		discussions	Group		instruction	Teacher		limited to:	but not	May include							
				assessment	Partner		Rubrics		Checklists		assessment	Student self		interviews	Exit		discussion	Classroom		Observation		limited to:	but not	May include							
and	Productivity		Skills	Cross Cultural	Social and		Self Direction	Initiative and		Adaptability	Flexibility and		Innovation	Creativity and		Collaboration	\$	on	Communicati		solving	problem	thinking and	Critical							

Name of Course: Physical Education Grade Level: 5-8

				,
ICT Literacy				
1				
Responsibility				
and	 			
Leadership	 			
		activities		
У		lifetime		
Accountabilit		venues for		

arts	Performing	Visual and	(Language arts		Science		Connections:	Disciplinary	Inter-	All year	lime rrame:		hahits	healthy	Wellness -	Unit 1:	connect to?	does this unit	Knowledge	luomams or	domning of	What other	Connections	disciplinary	Inter-		each unit'?	studied in	What will be	Competencies	Core
													ao roto pinotit.	development?	growth and	optimal	What causes								unit.	ideas of the	into the big	guide inquiry	questions	These	Questions	Essential
								choices	lifestyle	factors and	heredity,	dependent on	1 600 10	stages is	different life	health at	An individual's							investigation?	the	will result from	understandings	transferable	lasting and	What specific,	Understanding	Enduring
providers	helpers and	community	locate	Identify and			habits	basic hygiene	Recognize	practices	identify safety	¥1	oomoop.co	concents	and fitness	basic nutrition	Begin to learn									instruction?	result of	able to do as a	students be	What will	Skills	Knowledge &
											2.0A	2.2E	ָ ו ו ו	2.2B	2.1D	2.1B	2.1A	·													C.C.C.S	N.J.
			discovery	Guided	Í	Projects		Brainstorm		work/discussion	Group/portner	Instruction		Direct		not limited to:	May include but											structured?	learning be	How will	Strategies	Instructional
				Interview		techniques	response	Multiple		Quiz	Observation	2		to:	not limited	include but	Мау			objectives:	acmeved me	achievad the	have	students	s that	demonstrate	that	collected	will be	evidence	What	Assessments
			ICT Literacy		literacy	Information		Collaboration	and	Communication	TINOVALION	Creativity and			solving	and problem	Critical thinking										will be covered?	Century skills	What 21 st	Skills	Themes &	21st Century

				education			languages
				Character			World
				understand			
				Begin to			Social Studies
			.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	making skills			Technology
				decision	• • • • •		
				effective			arts
				developing			Performing
		Guided discovery		Begin			Visual and
literacy	Interview			skills			Language arts
Information	•	Projects		communication			connections:
Conaporation	techniques	Brainstorm		developing			disciplinary
and	response	- -		Begin :	health		Inter-
Communication	Multiple	work/discussion			and emotional		ı
	Cmz	Group/partner		with them	support social		All year
Innovation			2.5C	how to cope	coping skills to		Time Frame:
Creativity and	Observation	instruction	2.4A	emotions and	tolerance and		
(?	Direct	2.2D	Identify	resiliency,	others?	emotional
solving	limited to:		2.2C		esteem,	yourself and	social and
and problem	but not	not limited to:	2.2B	resolution	develop self	learn to like	Wellness –
Critical thinking	May include	May include but	2.2A	Conflict	Understand and	How can you	Unit 2:
							languages
							World
							Social Studies
							Technology

Visual and	Language arts	Science	Disciplinary Connection:	Inter-	Approximately 8 lessons	Time Frame:	conditions	Health	Disease and	Wellness –	Unit 3	
							healthy and disease free?	ourselves	keep	extent can we	To what	
				ever before	live healthier and longer than	help people	treatment strategies can	prevention and	diagnostic,	emerging	Current and	
	Develop	health conditions	common diseases and	prevention of the spread of	Learn strategies for		health conditions	diseases and	common	symptoms of	Recognize	Define diverse Family relationships Define parameters of friend relationships Recognize benefits of volunteering
							2.2C 2.6A	2.2B	2.1C	2.1B	2.1A	
		Guided discovery	Projects	Brainstorm	work/discussion	Group/partner	instruction	Direct		not limited to:	May include but	
			Interview	techniques	Multiple	Quiz	Coservation	Observation	limited to:	but not	May include	
			Information literacy	Collaboration	Communication and		Creativity and		solving	and problem	Critical thinking	

Language arts	Science	•	connection:	disciplinary	Inter-	y 8 lesson	Approximatel	Time Frame:	awareness	drug	tobacco, &	Alcohol,	Wellness:	Unit 4	Performing arts Technology Social Studies World languages
								pressures?	peer, media,	the face of	decisions in	"right"	make the	How do I	
						human body.	effects on the	of harmful	other drugs	tobacco and	alcohol,	established that	clearly	Research has	
safety	hygiene, health, and	personal	tobacco use on	effects of	Hynloin the	medicines	proper use of	Recognize the	used	medicines are	some types of	and when	medicines are	Explain what	appreciation of health related disabilities in others
									2.4A	2.3C	2.3B	2.2E	2.2B	2.1E	
		discovery	guided	projects	n noise of a	brainstorm		work/discussion		instruction	Direct		not limited to:	May include but	
						Interview	techniques	response	M. 1+:1-	Observation		limited to:	but not	May include	
				literacy	Information	Collaboration	and	Communication	Innovation	Creativity and	ı	solving	and problem	Critical thinking	

Languages	World	Social Studies		Technology)	Arts	Performing	Visual and
there	alcol	their	cont	prob	have	l some	peop	Expl
cco and is help	hol and	use of	rolling	lem	2	etimes	ole	Explain that

					100	1-1-4m		
	ges		Studies	Studies	Studies ges	logy Studies ges	logy Studies	ning Ilogy Studies

Performing	Visual and	Sun Bungo mis	Language arts	Science		Connections:	Disciplinary	Inter-	•	8 lessons	Time Frame:		habits	Healthy	Wellness:	Unit 1	connect to?	does this unit	knowledge	domains of	What other	Connections	disciplinary	inter-	4	each unit?	studied in	wnat will be	Competencies	Core
													development?	growth and	optimal	What causes							unit.	ideas of the	into the big	guide inquiry	questions	These	Questions	Essential
		· di					choices	lifestyle	factors and	environmental	heredity,	dependent on	stages is	different life	health at	An individual's						investigation?	the	will result from	understandings	transferable	lasting and	What specific,	Understanding	Enduring
	conditions	health	prevention of	Discuss the		system	the body	practices and	personal health	between	relationship	Recognize		habits	healthy eating	Identify								instruction?	result of	able to do as a	students be	What will	Skills	Knowledge &
												2.2B	2.1D	2.1C	2.1B	2.1A		·											C.C.C.S	L.N.
		discovery	Guided		Projects		Brainstorm		work/discussion	Group/partner		instruction	Direct		not limited to:	May include but										structured?	learning be	How will	Strategies	Instructional
		rrojects		Interview	ı	techniques	response	Multiple		Quiz		Observation		limited to:	but not	May include			objectives?	achieved the	have	students	s that	demonstrate	that	collected	will be	evidence	What	Assessments
		TOT Eliciacy	ICT I Hargou	literacy	Information		Collaboration	and	Communication		Innovation	Creativity and	Q	solving	and problem	Critical thinking									will be covered?	Century skills	What 21 st	Skills	Themes &	21st Century

	arts	Performing	Visual and		Language arts	<u>.</u>	connections:	disciplinary	Inter-	•	8 lessons	Time Frame:		emotional	social and	Wellness –	Unit 2:					languages	World	•	Social Studies	lechnology		arts
and the same of th														others?	yourself and	learn to like	How can you											
									health	and emotional	support social	coping skills to	tolerance and	resiliency,	esteem,	develop self	Understand and											
Identify stress	,	bullying issues	resolving	strategies for	Address		others	its impact on	of bullying and	different forms	Recognize		strategies	resolution	use conflict	develop and	Continuing to		goals	set personal	practices and	healthy	decisions on	informed	Make	practices	standard safety	Recognize
												2.5C	2.2D	2.2C	2.2B	2.2A	2.1E				•							
			discovery	Guided		Projects		Brainstorm		work/discussion	Group/partner		instruction	Direct		not limited to:	May include but											
					Interview		techniques	response	Multiple	1	Quiz		Observation		limited to:	but not	May include	- 1			*							
			-1.		literacy	Information		Collaboration	and	Communication	,	Innovation	Creativity and	(solving	and problem	Critical thinking											

	World languages	Technology Social Studies
Demo effect comm n when conce when independent with when independent with seek hothers Detern how fit peers, technological interpolation with conce when independent with seek hothers	ta ex	te br
Demonstrate effective interpersonal communicatio n when responding to disagreements or conflicts with others. Begin developing effective decision making skills concerning when to act independently and when to seek help of others Determine how family, peers, technology,	exercises, talking outlet, walk away etc)	management techniques (i.e. breathing
	· · · · ·	

													**					
															*****			**
	benefits of volunteering	Recognize	of your	important part	are an	and good citizenship)	mindedness,	empathy, civic	respect,	values (such as	core ethical	Explain why	behaviors	decisions and	feelings, health	thoughts,	influence	the media
Adv.	***·													70.700 - 14				

drug	i, I,	Unit 4	languages	World	Social Studies	:	Technology		arts	Performing	 Visual and	Language arts	Tomana	Science	•	Connection:	Disciplinary	Inter	8 lessons	Approximately	Time Frame.	conditions	Health	Disease and	Wellness -	Unit 3
about alcohol,	make intelligent decisions	How do you																			disease free?	healthy and	ourselves	keep	extent can we	To what
tobacco and	clearly established that alcohol,	Research has																ever before	and longer than	live healthier	strategies can	treatment	prevention and	diagnostic,	emerging	Current and
Identify ways		Explain the			impact them.	positively	negatively or	may	with	individuals	toward	assumptions	and	their attitude	awareness that	Develop	etc.)	preparation,	food	conditions (i.e.	health	diseases and	common	preventions of	symptoms and	Recognize
	2.3B 2.3C	7 F C																***************************************						2.2C, 2.6A	2.1C, 2.2B,	2.1A, 2.1B,
instruction	not limited to: Direct	May include but												discovery	Guided	Projects	•	Brainstorm	work/discussion	Group/partner		instruction	Direct		not limited to:	May include but
Observation	but not limited to:	May include														Interview	recumuques	response	Multiple	- Kall	0	Observation		limited to:	but not	May include
Creativity and	Critical thinking and problem solving														•	Information literacy		Collaboration	and)	Innovation	Creativity and	G	solving	and problem	Critical thinking

awareness	tobacco and	other drugs	drugs can be			Quiz	Innovation
3	drug use?	have a variety	used/abused		Group/partner	,	
Time Frame:		of harmful			work/discussion	Multiple	Communication
Approximately		effects on the	Explain what			racnonca	and
8 lessons		human body.	medicines are		Brainstorm	techniques	Collaboration
•			and when			٨	
Inter-			some types of		Projects	Interview	Information
Disciplinary			medicines are			THE CLATOWA	literacy
Connection:			used		Guided		morady
! •					discovery		
Science			Explain why				
•			medicine				
Language arts			should be				
			administered				
Visual and			as directed				
Performing							
arts			Recognize				
			some people	•			
Lechnology			have trouble				
•			controlling				
Social Studies			their alcohol,				
1			tobacco or				
World			drug use and				
languages			there is help				
			available				

Language arts	+	Science	Math	Connection:	Inter- Disciplinary	•	lessons		Habits	Wellness – Healthy	Unit 1	connect to?	does this unit	knowledge	domains of	What other	Connections	disciplinary	Inter-		each unit?	studied in	What will be	S	Competencie	Core
								?	development	optimal	What causes								unit.	ideas of the	into the big	guide inquiry	questions	These	Questions	Essential
					lifestyle choices	factors and	heredity,	dependent on	stages is	health at	An individual's					(investigation?	the	will result from	understandings	transferable	lasting and	What specific,	09	Understandin	Enduring
professionals.	adults or health	require support from trusted	contrast situations that	Compare and	services.	practices, and	hygiene	use of personal	techniques on the	impact of	Recognize										of instruction?	to do as a result	students be able	What will	Skills	Knowledge &
									2.2E	2.1D 2.2B	2.1A 2.1B		•								S	N.J.C.C.C.	80	Standards	Core	Common
discovery	Guided	Projects	Brainstorm		work/discussio	Group/partner	instruction	Direct	:0	but not limited	May include											structured?	learning be	How will	Strategies	Instructional
		*	Interview	techniques	Multiple response		Quiz	Observation	millited 10:	but not	May include			onfocutives:	ohiectives?	achieved the	have	students	s that	demonstrate	that	collected	will be	evidence	What	Assessments
		literacy	Information	Collaboration	Communicatio	Innovation	Creativity and	solving	problem	thinking and	Critical								o votou:	covered?	will be	Century skills	What 21st	Skills	Themes &	21st Century

Literacy	Company	
	contrast the	
Technology	impact of	
Views 9	genetics, family	
performing	health practices	
arts	and environment	
211:6. 8.	on personal	
careers	growth and development in	
	each life stage.	
	Understand	
	nutrition as it	
	applies to diet,	
	eating choices	
	Learn basic first	
	aid techniques	
	Identify	
	strategies to	
	reduce	
	intentional and	
	unintentional	
	injuries to self	
	and others	
	Recognize that	
	health-related	
	decision has	

	Language arts	7	Science		Mathematics	connections:	disciplinary	Inter-		lessons	About 4		emotional	Social and	Wellness	Unit 2			•					_	
												others?	yourself and	and respect	learn to like	How can you									
								health	and emotional	support social	coping skills to	tolerance and	resiliency,	esteem,	develop self	Understand and									
suess-manced	various types of	used to address	strategies that are	management	Compare and		and bullying	discrimination	violence,	conflict.	community	school and	incidences of	s to resolve	recommendation	Make	maintain weight.	lose, gain, or	adolescents to	ways for	defend healthy	Identify and	consequences	term	short- and long-
															2.2D	2.1E 2.2A				-					
	discovery	Guided	1	Projects	Brainstorm		n	work/discussio	Group/partner		instruction	Direct		to:	but not limited	May include									
					Interview	techniques	response	Multiple	,	Quiz		Observation		limited to:	but not	May include	 -								
				literacy	Information	Collaboration	n and	Communicatio	HOHBACHILL	Innovation	Creativity and	O COL	solving	problem	thinking and	Critical									

													·		Careers	Life &	21 Century)	arts	performing	Visual &		Technology	Literacy
community activities.	at home, at	with d	include neer	Devel	ethica	indivi	challe	that may	Predi	conflicts.	disag	peer p	respo	skills	assert	negot	use o	demo	strate	comr	interp	nonv	Use	situations.
school, and in community activities.	ne, at	with disabilities	include neers	Develop ways to	ethical value	individual's core	challenge an	nay	Predict situations	icts.	disagreements, or	peer pressure,	responding to	skills when	assertiveness	negotiation, and	use of refusal,	demonstrate the	strategies to	communication	interpersonal	nonverbal	Use verbal and	tions.
							-																	
			-							 								·						
	···								•								* ,, <u> </u>				-			

Visual &	Technology		Literacy	Language arts	- 1	Science		Mathematics		connections:	disciplinary	Inter-	•	lessons	About 4	•	health	Disease and		Unit 3							
															disease free?	healthy and	ourselves	keep	extent can we	To what							
											ever before	and longer than	live healthier	help people	strategies can	treatment	prevention and	diagnostic,	emerging	Current and							
		and treat them.	ways to detect	panic disorders,	anxiety, and	depression,	(such as	mental illness	analyze common	contrast and	Compare,		adolescents.	are prevalent in	conditions that	and health	treating diseases	detecting and	means of	Summarize	responsiveness.	awareness and	community	issue to activate	health or social	position on a	Defend a
																				2.1C							
				discovery	Guided		Projects	411111111111111111111111111111111111111	Brainstorm		n	work/discussio	Group/partner		instruction	Direct		to:	but not limited	May include							
			·					Interview		techniques	response	Multiple		Quiz		Observation		limited to:	but not	May include							
							literacy	Information		Collaboration	n and	Communicatio		Innovation	Creativity and	ď	solving	nroblem	thinking and	Critical							

Literacy	Language arts	Science	ryramemancs	connections:	Inter-	lessons	drugs	tobacco and	Unit 4 Alcohol,	performing arts 21 Century Life & Careers
					tobacco and drug use?	alcohol,	decisions	intelligent	How do you make	
				human body.	have a variety of harmful	other drugs	alcohol,	established that	Research has clearly	
Explain the	term health	tobacco and alcohol to long	relate the use of	the consequences of such abuse	counter medicines and	prescription and over-the –	adult abuse of	adolescent and	Compare and contrast	
								2.3C	2.3A 2.3B	
	Guided discovery	Projects	Brainstorm	work/discussio n	Group/partner	instruction	!	to:	May include but not limited	
			Interview	response techniques	Quiz	Observation	}	limited to:	May include	
		literacy	Information	Communication n and Collaboration	Innovation	Creativity and	solving	problem	Critical thinking and	

	Technology Visual & performing arts 21 Century Life & Careers
Recognize various fact that contrib the use and of alcohol, tobacco, and other drugs adolescents, as peer press low self-este genetics, and poor role me	impact of alcohol and other drugs on the brain Summarize the signs and symptoms alcohol, drug and inhalant abuse
ors ute abuse by such such sure, eem, d odels.	lcohol rugs the the g and lse
	Recognize various factors that contribute the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.

	Technology		Literacy		Language arts	Science	connections:	disciplinary	Inter-	lessons	About 6	sexuality	Human	Unit 5	
		····								sexuality?	human	learn about	important to	Why is it	
								others.	oneself and	impact the	sexual behavior	regarding	actions	Responsible	
decisions	adolescent	impact of	and emotional	physical, social,	Predict the possible	diriot out and co.	and ends at	puberty begins	puberty and explain why	occurring at	changes	and emotional	physical, social,	Differentiate the	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
												2.3C	2.3B	2.3A	
	discovery	Guided	* * * * * * * * * * * * * * * * * * *	Projects	Brainstorm	Ħ	work/discussio	Group/partner	instruction	Direct		to:	but not limited	May include	
					Interview	techniques	Multiple		Quiz	Observation		limited to:	but not	May include	
			псису	literacy	Information	Collaboration	Communicatio		Creativity and Innovation	ď	solving	problem	thinking and	Critical	

			Visual & performing arts 21 Century Life & Careers
C 2 75 C H			
Recognize diversity in gender identity and sexual orientation	Relate certain behaviors to placing one at greater risk for HIV/Aids, STIs, and unintended pregnancy	active. Compare and contrast methods of contraception used by adolescents and factors that may influence their use.	regarding sexual behavior Summarize strategies to remain abstinent and resist pressures to
•			

Explain the	testicular cancer	HPV, and	breast cancer,	HIV/AIDs,	infections,	transmitted	sexually	hepatitis,	including	young adults,	are common in	conditions that	and health	treating diseases	diagnosing and	methods for	are emerging	Recognize there	HPV vaccine	examinations and	testicular	examination,	as breast self-	procedures such	healthcare	routine	practicing	importance of	Explain the
						-		-																					

process of	
fertilization and	
how cells divide	
to create an	
embryo/fetus that	
grows and	
develops during	
pregnancy	
Identify signs	
and symptoms of pregnancy	
Identify the	
prenatal practices	
healthy	
pregnancy	
Recognize the	
physical, social,	
changes occur	
during pregnancy	
Predict short-	
and long- term	
impact of teen	
pregnancy	
Compare and	
contrast how	

of the same age.	dating someone	limits, or only	groups, setting	such as dating in	dating situations,	criteria for safe	acceptable	Develop	relationship	an unhealthy	strategies to end	explain effective	healthy and	unhealthy or	a relationship is	Determine when	development	character	family unit on	influence of the	Recognize the	relationships	other	friendships and	healthy	characteristics of	Analyze the	change over time
																										-	_	