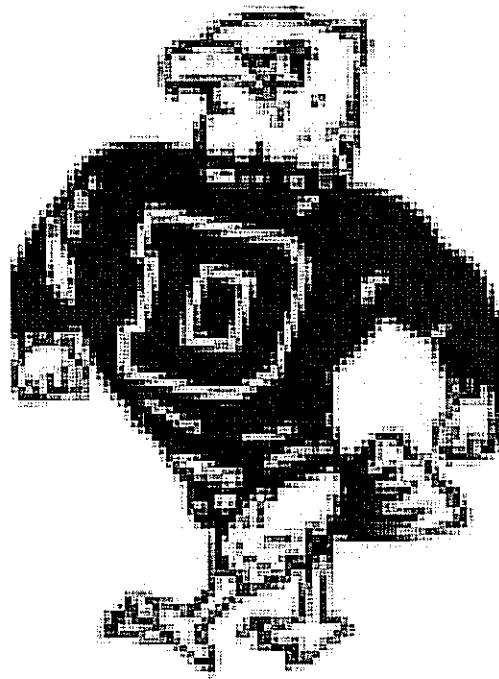


# DENNIS TOWNSHIP SCHOOL DISTRICT



## HEALTH AND PHYSICAL EDUCATION CURRICULUM

APPROVED: JANUARY 22, 2014

## K-8 Scope and Sequence

### *Order of Units:*

#### Health:

Pre K – 2<sup>nd</sup> 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

3<sup>rd</sup> – 4<sup>th</sup> 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

5<sup>th</sup> – 8<sup>th</sup> grade

- unit 1 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- 2<sup>nd</sup> grade

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

3<sup>rd</sup> – 4<sup>th</sup> grade

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

- unit 4 team play
- unit 5 fitness

5<sup>th</sup> – 8<sup>th</sup> 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

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

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

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

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

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

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

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

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

Social Studies Visual performing arts							Cross Cultural Skills Productivity and Accountability Leadership and Responsibility
<b>Unit 2: 3<sup>rd</sup> &amp; 4<sup>th</sup> Movement</b> Time Frame: All year Interdisciplinary Connections: Math Social Studies Science World language Technology Visual and	How does being physically active affect your wellness?	Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity	Use locomotor movements in various activities Shows understanding of movement concepts such as change of directions, change of speed, open space, etc. Sequence movements together	2.1A 2.1D 2.2A 2.2B 2.2C 2.5C	May include but not limited to: Direct instruction Group discussions Pair share Whole class activities Brainstorming Team play	May include but not limited to: Observation Classroom discussion Exit interviews Student assessment Checklist Rubric	Critical thinking and problem solving Communication & Collaboration Creativity and Innovation Flexibility and Adaptability Initiative and Self Direction Social and Cross Cultural Skills Productivity



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

performing arts							and Accountability Leadership and Responsibility
<b>Unit 3</b> 3-4 Manipulatives Time Frame: All year Interdisciplinary Connections: Math Science World language Technology Social Studies Visual and performing arts	Why do I have to understand concepts of movement when I can already perform the movement?	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.	Including but not limited to: Develop movement skills with various manipulatives such as: Throwing Catching Kicking Striking Volleying Demonstrate knowledge of movement principles Begin implementing movement strategies Begin to	2.1A 2.2A 2.5B 2.5C 2.6A	May include but not limited to: Direct instruction Group discussions Pair share Whole class activities Brainstorming Repetition game play individual activities	May include but not limited to: Observation Classroom discussion Exit interviews Student self assessment Checklists Rubrics Partner assessment	Critical thinking and problem solving Communication & Collaboration Creativity and Innovation Flexibility and Adaptability Initiative and Self Direction Social and Cross Cultural Skills Productivity and Accountability Leadership and

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

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

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

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

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

			<p>within the areas designed on the fitness course and/or training circuit.</p> <p>Develop an understanding of fitness benefits of different activity.</p>				
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**Name of Course: Physical Education**  
**Grade Level: 5-8**

<b>Core Competencies</b> What Big Ideas will be studied in each unit?	<b>Essential Questions</b> These questions guide inquiry into the big ideas of the unit.	<b>Enduring Understanding</b> What specific, lasting and transferable understandings will result from the investigation?	<b>Knowledge &amp; Skills</b> What will students be able to do as a result of instruction?	<b>N.J.C.C.C.S</b>	<b>Instructional Strategies</b> How will learning be structured?	<b>Assessments</b> What evidence will be collected that demonstrates that students have achieved the objectives?	<b>21<sup>st</sup> Century Themes &amp; Skills</b> What 21 <sup>st</sup> Century skills will be covered?
<b>Inter-disciplinary Connections</b> What other domains of knowledge does this unit connect to?							
<b>Unit 1:5<sup>th</sup> &amp; 8<sup>th</sup> Social Skills</b> Time Frame All year Inter-disciplinary Connections: Math Science World language Technology	How do your (my) actions/behaviors affect the class?	Acceptable social skills promote cooperation	Demonstrate appropriate social skills in group activities, team play, and game play  Demonstrate conflict resolution skills  Demonstrate cooperation	2.1A 2.1D 2.2A 2.2B 2.2C 2.5C	May include but not limited to: Direct instruction Group discussions Pair share Whole class activities Brainstorming	May include but not limited to: Observation Classroom discussion Exit interviews Student assessment	Critical thinking and problem solving  Communication & Collaboration  Creativity and Innovation  Flexibility and Adaptability  Initiative and Self Direction

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

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

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

All year	I can already perform the movement?	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.	manipulatives such as: Throwing, catching, kicking, striking, volleying, etc.	2.6A	Teacher instruction	Observation	Communication & Collaboration
Interdisciplinary Connections:					Group discussions	Classroom discussion	Creativity and Innovation
Math					Pair share	Exit interviews	Flexibility and Adaptability
Science					Whole class activities	Student self assessment	Initiative and Self Direction
World language					Brainstorming	Checklists	Social and Cross Cultural Skills
Technology					Repetition	Rubrics	Productivity and Accountability
Social Studies					Game play	Partner assessment	Leadership and Responsibility
Visual performing arts					Individual activities		

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

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



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

			<p>game play Continue to demonstrate appropriate sportsmanship</p> <p>Continue to demonstrate cooperation in game play</p>				<p>and Accountability Leadership and Responsibility</p>
<p><b>Unit 4: 5<sup>th</sup> &amp; 8<sup>th</sup> Fitness</b> Time Frame: All year Interdisciplinary connections: Math</p>	<p>How do I develop an appropriate personal fitness program and find the motivation to commit to it?</p>	<p>Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.</p>	<p>Continue to gain an understanding of personal fitness</p> <p>Continue to gain understanding of the components</p>	<p>2.1A 2.1B 2.1C 2.1D 2.2B 2.2C 2.5A 2.5B 2.5C 2.6A</p>	<p>May include but not limited to: Teacher instruction Group discussions Pair share</p>	<p>May include but not limited to: Observation Classroom discussion Exit interviews</p>	<p>Critical thinking and problem solving Communication &amp; Collaboration Creativity and Innovation</p>

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

<p>Science Technology Social Studies World Languages 21<sup>st</sup> Century Life and Careers</p>			<p>of fitness Continue to assume responsibility for their personal fitness Continue to demonstrate performance in the areas of flexibility, strength, endurance, speed and agility within the areas designed on the fitness course and/or training circuit. Develop an understanding of fitness benefits of</p>	<p>Whole class activities Brainstorming Repetition Game play Individual activities</p>	<p>Student self assessment Checklists Rubrics Partner assessment Standardized testing</p>	<p>Flexibility and Adaptability Initiative and Self Direction Social and Cross Cultural Skills Productivity and Accountability Leadership and Responsibility ICT Literacy</p>
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**Name of Course: Physical Education**  
**Grade Level: 5-8**

<p><b>Unit 5: Lifetime Activities</b></p> <p>Time Frame: Seasonal by activity</p> <p>Inter-Disciplinary Connections:</p> <p>Visual and performing Arts</p> <p>21<sup>st</sup> Century Life and Careers</p> <p>Science</p> <p>Math</p>	<p>What is the value of maintaining an active lifestyle?</p>	<p>Recognize and comprehend that staying active is a lifetime goal. Fitness is a journey, not a destination!</p>	<p>Learn and experience individual life time sports such as: golf, swimming, racquet sports, bowling, cross country skiing, etc.</p> <p>Appreciate that being active is an on-going process</p> <p>Understand that the community provides alternative</p>	<p>2.1A 2.2B 2.5A 2.5B 2.5C 2.6A</p>	<p>May include but not limited to:</p> <p>Teacher instruction</p> <p>Group discussions</p> <p>Pair share</p> <p>Brainstorming</p> <p>Repetition</p> <p>Game play</p> <p>Individual activities</p>	<p>May include but not limited to:</p> <p>Observation</p> <p>Classroom discussion</p> <p>Exit interviews</p> <p>Student self assessment</p> <p>Checklists</p> <p>Rubrics</p> <p>Partner assessment</p>	<p>Critical thinking and problem solving</p> <p>Communication &amp; Collaboration</p> <p>Creativity and Innovation</p> <p>Flexibility and Adaptability</p> <p>Initiative and Self Direction</p> <p>Social and Cross Cultural Skills</p> <p>Productivity and</p>
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**Name of Course: Physical Education**  
**Grade Level: 5-8**

			Venues for lifetime activities				Accountabilit y Leadership and Responsibility ICT Literacy
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Course: Wellness  
Grade Level: PreK-2

<p><b>Core Competencies</b> What will be studied in each unit?  <b>Inter-disciplinary Connections</b> What other domains of knowledge does this unit connect to?</p>	<p><b>Essential Questions</b> These questions guide inquiry into the big ideas of the unit.</p>	<p><b>Enduring Understanding</b> What specific, lasting and transferable understandings will result from the investigation?</p>	<p><b>Knowledge &amp; Skills</b> What will students be able to do as a result of instruction?</p>	<p><b>N.J. C.C.C.S</b></p>	<p><b>Instructional Strategies</b> How will learning be structured?</p>	<p><b>Assessments</b> What evidence will be collected that demonstrates that students have achieved the objectives?</p>	<p><b>21<sup>st</sup> Century Themes &amp; Skills</b> What 21<sup>st</sup> Century skills will be covered?</p>
<p><b>Unit 1: Wellness – healthy habits</b> Time Frame: All year Inter-Disciplinary Connections: Science Language arts Visual and Performing arts</p>	<p>What causes optimal growth and development?</p>	<p>An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices</p>	<p>Begin to learn basic nutrition and fitness concepts Identify safety practices Recognize basic hygiene habits</p>	<p>2.1A 2.1B 2.1D 2.2B 2.2E 2.6A</p>	<p>May include but not limited to: Direct instruction Group/partner work/discussion Brainstorm Projects Guided discovery</p>	<p>May include but not limited to: Observation Quiz Multiple response techniques Interview</p>	<p>Critical thinking and problem solving Creativity and Innovation Communication and Collaboration Information literacy ICT Literacy</p>

Course: Wellness  
Grade Level: PreK-2

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

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

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



Course: Wellness  
Grade Level: PreK-2

Visual and Performing Arts Technology Social Studies World Languages			Explain that people sometimes have a problem controlling their use of alcohol and tobacco and there is help available				
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Course: Wellness  
Grade Level: 3-4

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

Course: Wellness  
Grade Level: 3-4

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

<p>Technology          Social Studies          World          languages</p>			<p>management techniques (i.e. breathing exercises, talking outlet, walk away etc)          Demonstrate effective interpersonal communication 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,</p>				
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			<p>culture, and the media influence thoughts, feelings, health decisions and behaviors</p> <p>Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are an important part of your character</p> <p>Recognize benefits of volunteering</p>				
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<p><b>Unit 3</b> <b>Wellness – Disease and Health conditions</b></p> <p>Time Frame: Approximately 8 lessons</p> <p>Inter-Disciplinary Connection:</p> <p>Science</p> <p>Language arts</p> <p>Visual and Performing arts</p> <p>Technology</p> <p>Social Studies</p> <p>World languages</p>	<p>To what extent can we keep ourselves healthy and disease free?</p>	<p>Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before</p>	<p>Recognize symptoms and preventions of common diseases and health conditions (i.e. sanitation, food preparation, etc.)</p> <p>Develop awareness that their attitude and assumptions toward individuals with disabilities may negatively or positively impact them.</p>	<p>2.1A, 2.1B, 2.1C, 2.2B, 2.2C, 2.6A</p>	<p>May include but not limited to:</p> <p>Direct instruction</p> <p>Group/partner work/discussion</p> <p>Brainstorm</p> <p>Projects</p> <p>Guided discovery</p>	<p>May include but not limited to:</p> <p>Observation</p> <p>Quiz</p> <p>Multiple response techniques</p> <p>Interview</p>	<p>Critical thinking and problem solving</p> <p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Information literacy</p>
<p><b>Unit 4</b> <b>Wellness – alcohol, tobacco &amp; drug</b></p>	<p>How do you make intelligent decisions about alcohol,</p>	<p>Research has clearly established that alcohol, tobacco and</p>	<p>Explain the effects of tobacco</p> <p>Identify ways</p>	<p>2.3A 2.3B 2.3C</p>	<p>May include but not limited to:</p> <p>Direct instruction</p>	<p>May include but not limited to:</p> <p>Observation</p>	<p>Critical thinking and problem solving</p> <p>Creativity and</p>

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

<b>Core Competencies</b> What will be studied in each unit?	<b>Essential Questions</b> These questions guide inquiry into the big ideas of the unit.	<b>Enduring Understanding</b> What specific, lasting and transferable understandings will result from the investigation?	<b>Knowledge &amp; Skills</b> What will students be able to do as a result of instruction?	<b>Common Core Standards &amp; N.J.C.C.C.S</b>	<b>Instructional Strategies</b> How will learning be structured?	<b>Assessments</b> What evidence will be collected that demonstrates that students have achieved the objectives?	<b>21<sup>st</sup> Century Themes &amp; Skills</b> What 21 <sup>st</sup> Century skills will be covered?
<b>Unit 1 Wellness – Healthy Habits</b> <b>About 8 lessons</b> Inter-Disciplinary Connection: Math Science Language arts	What causes optimal growth and development?	An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices	Recognize impact of marketing techniques on the use of personal hygiene products, practices, and services.  Compare and contrast situations that require support from trusted adults or health professionals.	2.1A 2.1B 2.1D 2.2B 2.2E	May include but not limited to:  Direct instruction  Group/partner work/discussion  Brainstorm  Projects  Guided discovery	May include but not limited to:  Observation  Quiz  Multiple response techniques  Interview	Critical thinking and problem solving  Creativity and Innovation  Communication and Collaboration  Information Literacy



<p>Literacy          Technology          Visual &amp; performing arts          21 Life &amp; careers</p>			<p>Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</p> <p>Understand nutrition as it applies to diet, culture, healthy eating choices</p> <p>Learn basic first aid techniques</p> <p>Identify strategies to reduce intentional and unintentional injuries to self and others</p> <p>Recognize that health-related decision has</p>				
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<p><b>Unit 2</b>  <b>Wellness</b>  <b>Social and emotional</b>  <b>About 4 lessons</b>  <b>Inter-disciplinary connections:</b>      Mathematics      Science      Language arts</p>	<p>How can you learn to like and respect yourself and others?</p>	<p>Understand and develop self esteem, resiliency, tolerance and coping skills to support social and emotional health</p>	<p>short- and long-term consequences</p> <p>Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</p> 	<p>2.1E 2.2A          2.2D</p>	<p>May include but not limited to:          Direct instruction          Group/partner work/discussion          Brainstorm          Projects          Guided discovery</p>	<p>May include but not limited to:          Observation          Quiz          Multiple response techniques          Interview</p>	<p>Critical thinking and problem solving</p> <p>Creativity and Innovation</p> <p>Communication and Collaboration</p> <p>Information literacy</p>
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Course: Wellness  
Grade Level: 5-8

<p>Literacy Technology Visual &amp; performing arts 21 Century Life &amp; Careers</p>			<p>situations. Use verbal and nonverbal interpersonal communication strategies to demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. Predict situations that may challenge an individual's core ethical value Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p>				
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			<p>Defend a position on a health or social issue to activate community awareness and responsiveness.</p>	2.1C	<p>May include but not limited to: Direct instruction Group/partner work/discussion Brainstorm Projects Guided discovery</p>	<p>May include but not limited to: Observation Quiz Multiple response techniques Interview</p>	<p>Critical thinking and problem solving Creativity and Innovation Communication and Collaboration Information literacy</p>
<p><b>Unit 3</b> <b>Disease and health</b> <b>About 4 lessons</b> <b>Inter-disciplinary connections:</b> Mathematics Science Language arts Literacy Technology Visual &amp;</p>	<p>To what extent can we keep ourselves healthy and disease free?</p>	<p>Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before</p>	<p>Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. Compare, contrast and analyze common mental illness (such as depression, anxiety, and panic disorders, and phobias) and ways to detect and treat them.</p>				

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

<p>Technology Visual &amp; performing arts 21 Century Life &amp; Careers</p>			<p>impact of alcohol and other drugs on the brain Summarize the signs and symptoms alcohol, drug and inhalant abuse 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. Identify effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free</p>				
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<p><b>Unit 5</b> <b>Human sexuality</b> <b>About 6 lessons</b></p>	<p>Why is it important to learn about human sexuality?</p>	<p>Responsible actions regarding sexual behavior impact the health of oneself and others.</p>	<p>Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>	<p>2.3A 2.3B 2.3C</p>	<p>May include but not limited to: Direct instruction Group/partner work/discussion Brainstorm Projects Guided discovery</p>	<p>May include but not limited to: Observation Quiz Multiple response techniques Interview</p>	<p>Critical thinking and problem solving Creativity and Innovation Communication and Collaboration Information Literacy</p>
<p><b>Inter-disciplinary connections:</b>  Science  Language arts  Literacy  Technology</p>			<p>Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.  Predict the possible physical, social, and emotional impact of adolescent decisions</p>				

<p>Visual &amp; performing arts 21 Century Life &amp; Careers</p>			<p>regarding sexual behavior</p> <p>Summarize strategies to remain abstinent and resist pressures to become sexually active.</p> <p>Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</p> <p>Relate certain behaviors to placing one at greater risk for HIV/Aids, STIs, and unintended pregnancy</p> <p>Recognize diversity in gender identity and sexual orientation</p>				
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			<p>Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations and HPV vaccine.</p> <p>Recognize there are emerging methods for diagnosing and treating diseases and health conditions that are common in young adults, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer</p> <p>Explain the</p>				
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			<p>change over time</p> <p>Analyze the characteristics of healthy friendships and other relationships</p> <p>Recognize the influence of the family unit on character development</p> <p>Determine when a relationship is unhealthy or healthy and explain effective strategies to end an unhealthy relationship</p> <p>Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</p>				
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