

# **Beach Haven School District**

Health & PE Curriculum

Grades PK-2

## Introduction

All students will develop overall physical fitness, game skills, and strategies in various activities. Emphasis is placed on lifelong skills. The goal is to improve the strength, endurance, and flexibility of the student; to improve the social and emotional development of the student; to improve the students' knowledge of rules, techniques, and strategies as it pertains to specific sports; and to expose students to a variety of activities that keep them healthy and help them have fun! The district's health curriculum empowers our elementary students to choose actions that will help develop their potential; make informed decisions; help improve the quality of their environment and enact health-enhancing behaviors. Responsible decision-making skills will be taught at each grade level. Health education classes give students the foundation they need to feel good about themselves. Students learn refusal skills or ways to say no to behaviors that are harmful for themselves, others or the environment. Our students learn that their healthful choices move them toward a higher state of personal well-being. We seek to instill a sense of personal responsibility for oneself and others.

The Physical Education and Health Units for grades PK-2 are a cohesive set of three units that will scaffold instruction from one grade level to the next. The units have been developed as building blocks of skills and concepts that will move instruction from one unit to the next. All units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The K-2 curriculum is aligned to the New Jersey Student Learning Standards. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive Physical Education and Health instruction in each unit. The units will progress from basic movement education to developing and applying manipulative skills in various isolated and applied situations such as physical fitness and activity, individual skill development, and cooperative activities.

Primary Interdisciplinary Connections: Math, Language Arts, Science, 21<sup>st</sup> Century Themes: 9.1 21<sup>st</sup> Century Life & Career Skills. All Students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational culture.

Revised on:	April 5, 2022
Revised by:	Katie Micek
Proposed Revision	Summer 2026

<b>Unit 1: Personal &amp; Mental Health 2.1</b>	<b>60 days</b>
<b>Unit 2: Physical Wellness 2.2</b>	<b>60 days</b>
<b>Unit 3: Safety 2.3</b>	<b>60 days</b>

<b>Unit 1: Personal &amp; Mental Health (2.1)</b>	<b>Duration: 60 Days</b>
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<b>New Jersey Student Learning Standards</b>
<ul style="list-style-type: none"> <li>● <b>2.1 Personal and Mental Health</b> <ul style="list-style-type: none"> <li>○ <b>PGD - Personal Growth and Development</b> <ul style="list-style-type: none"> <li>■ 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</li> <li>■ 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</li> <li>■ 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</li> <li>■ 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</li> <li>■ 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals</li> </ul> </li> <li>○ <b>PP - Pregnancy and Parenting</b> <ul style="list-style-type: none"> <li>■ 2.1.2.PP.1: Define reproduction.</li> </ul> </li> </ul> </li> </ul>

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

- **EH - Emotional Health**

- 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.

- **SSH - Social and Sexual Health**

- 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.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful

- **CHSS - Community Health Services and Support**

- 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).

Disciplinary Concepts and Core Ideas	
Personal Growth and Development	Individuals enjoy different activities and grow at different rates. Personal hygiene and self-help skills promote healthy habits.
Pregnancy and Parenting	Pregnancy and parenting are stages in life that impact all aspects on one's wellness. Regardless of the circumstance, pregnancy and parenting brings changes to an individual's emotional, financial, physical, mental, and social well-being. These stages can include many happy experiences but can also be the source of great challenges. Like any new skill, parenting takes knowledge, skills, and practice to be successful. However, other factors such as medical and financial challenges can make this stage in life more difficult. Preparation is the key to a healthy pregnancy, delivery and transition to parenting.
Emotional Health	Emotional Health encompasses the views, feelings, and expressions about oneself. Emotional health includes a person's emotional, mental, psychological, and social well-being. It also helps determine how to handle stress and make choices related to others. Emotionally healthy people consciously develop coping mechanisms that are situationally appropriate to resolve and gather positive outcomes, develop strategies for mental health emergencies, respond to situations in a positive and appropriate manner, connect with resources and trusted individuals to assist, communicate feelings with confidence, and recognize support systems.
Social and Sexual Health	Social and Sexual Health is a person's ability to communicate and interact with others efficiently. Individuals are able to form meaningful relationships with others and interact in healthy, appropriate ways. They encompass respect and accept differences of an individual's race, religion, gender identity, gender expression, ethnicity, disability, socioeconomic background, and perspectives of health-related decisions. The extent to which people connect with others in different environments, adapt to various social and sexual situations, feel supported by individuals, institutions, and experience a sense of belonging, all contribute to social and sexual health.

Community Health Services and Support	Community Health Services provide informational resources and assistance to communities and individuals to support disease and injury prevention, disaster relief, and improve the quality of services provided to all individuals. Community Health Services promote public health, health equity, healthy lifestyles and reduce health disparities. Services and support can include the provision of Culturally and Linguistically Appropriate Services (CLAS), medical/dental health services, nursing, clothing, shelter, hunger relief, and allied health professional care to people in need, or people maintaining regular wellness screenings in the person's home, other residential settings, or a community health care facility.
Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a

	<p>resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.</p>
<p>Attending to personal, health, emotional, social and physical well-being</p>	<p>Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.</p>
<p>Engaging in an active lifestyle</p>	<p>Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.</p>
<p>Making decisions</p>	<p>Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.</p>
<p>Managing-self</p>	<p>Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.</p>

Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

Interdisciplinary Connections	
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.R7.</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.SL1.</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <b>NJSLSA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• <b>Geometry 2G -</b> <ul style="list-style-type: none"> <li>○ A. Reason with shapes and their attributes</li> </ul> </li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• <b>K-2 ETS1: Engineering Design</b> <ul style="list-style-type: none"> <li>○ K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool</li> </ul> </li> </ul> <p><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>• <b>6.1.2.GeoPP.1:</b> Explain the different physical and human characteristics that might make a location a good place to live</li> </ul>	



(e.g., landforms, climate and weather, resource availability).

#### **Computer Science and Design Thinking**

- **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats.

### **Career Readiness, Life Literacies, and Key Skills**

- **Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.**
- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP12.** Work productively in teams while using cultural global competence.
- **9.2 Career Awareness, Exploration, and Preparation-** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

### **Suggested Accommodations and Modifications**

#### **English Language Learners:**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
- Simplify content
- Google Translator
- Multi - language word wall
- Provide extended time
- Speak clearly and slowly, avoid slang and idiomatic expressions

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**Special Education/504 Plans/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan

**Gifted and Talented:**

- Challenge with additional movements
- Challenge with increased tempo

**Students at Risk of Failure:**

- Students Motivation
- Interest
- Build confidence
- Independence
- Enjoyment

**Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Providing needed academic resources (paper, pencils, computer time, Physical Education attire)
- Be flexible with assignments

**Culturally Diverse:**

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

**Knowledge & Skills**

**Enduring Understandings:**

- Learning different physical activities helps keep bodies healthy.

**Essential Questions:**

- How can we keep our bodies healthy?
- What are different ways to maintain good hygiene?

- Healthy habits such as brushing my teeth, washing my hands and coughing in my arm can keep me safe.
- Self-care keeps me well.
- I can identify my body parts using the correct medical terminology.
- I can explain how my body parts work together.
- I understand that all living things may have the capacity to reproduce.
- I understand how parents care for their offspring and family.
- Character is reflected in an individual's thoughts and actions of oneself and others.
- I am responsible for my thoughts and actions.
- I have control of my thoughts and actions in a variety of settings.
- I understand that there are different ways to cope with stress, healthy and unhealthy.
- I understand that individuals have the capacity to make their own decisions about how they express themselves.
- I understand that individuals express their gender in a variety of different ways.
- I understand how gender role stereotypes may limit one's behavior.
- I understand there are a variety of different families locally, nationally and globally.
- I understand different factors are necessary for healthy relationships in a family.
- I understand that each person has basic social needs.
- I know how to express my feelings and emotions in a healthy way with my friends and family.
- I know how to resolve conflicts and issues with my peers in a healthy manner.
- I understand that bullying and teasing are wrong and damaging to others.

- What is the correct medical terminology for the parts of the body?
- How does the body function together?
- What does reproduction mean?
- How does character influence thoughts and actions?
- How do parents take care of their offspring?
- What does responsibility mean?
- Name different ways to cope with stress.
- What are different ways an individual can express themselves?
- Name gender role stereotypes that may limit behavior.
- What defines a family?
- How can you resolve a conflict with your friend?
- Why is bullying considered inappropriate?
- What can you do in an emergency situation?

<ul style="list-style-type: none"> <li>• I understand there are many people in our community that keep us safe such as police, teachers, fire fighters, etc.</li> <li>• In an emergency, I know to dial 911 to ask for help.</li> <li>• I understand how climate change affects the community and surroundings.</li> <li>• I know how to express my feelings in a safe and appropriate manner.</li> </ul>	
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Core Instructional & Supplemental Materials	
<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"> <li>• The Kids health. Resource guides K-2 on Human Body and Personal Health.</li> <li>• Puberty: The Wonder Years</li> <li>• Openphysed.org</li> <li>• Kids Heart Challenge</li> </ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"> <li>• <a href="https://pubertycurriculum.com/curriculum/">https://pubertycurriculum.com/curriculum/</a></li> <li>• <a href="https://kidshealth.org">https://kidshealth.org</a></li> <li>• <a href="https://openphysed.org">https://openphysed.org</a></li> <li>• <a href="https://www.shapeamerica.org">https://www.shapeamerica.org</a></li> <li>• <a href="https://www2.heart.org/site/SPageServer/?pagename=AHALandingPage">https://www2.heart.org/site/SPageServer/?pagename=AHALandingPage</a></li> <li>• <a href="https://www.pa.org">https://www.pa.org</a></li> <li>• <a href="http://www.pecentral.org/">http://www.pecentral.org/</a></li> </ul>

Evidence of Student Learning	
<b>Formative Tasks:</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question &amp; answer</li> <li>• Self-evaluation of performance and progress</li> </ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• End of year project</li> </ul>
<b>Summative Assessments:</b>	<b>Benchmark Assessments:</b>

<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Rubric score</li> <li>• Performance Test</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline SGO</li> <li>• Mid-year SGO</li> <li>• End of year SGO</li> </ul>
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<b>Unit 2: Physical Wellness (2.2)</b>	<b>Duration: 60 Days</b>
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<b>New Jersey Student Learning Standards</b>
<p><b>Movement Skills and Concepts:</b></p> <ul style="list-style-type: none"> <li>• 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</li> <li>• 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</li> <li>• 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.</li> <li>• 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</li> <li>• 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</li> <li>• 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.</li> <li>• 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li> <li>• 2.2.2.MSC.8: Explain the difference between offense and defense.</li> <li>• 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).</li> <li>• 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</li> <li>• 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).</li> <li>• 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</li> </ul>

**Lifelong Fitness:**

- 2.2.2.LF.1: Express one's feelings 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.

**Nutrition:**

- 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.
- 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

Disciplinary Concepts and Core Ideas	
Movement Skills and Concepts	Movement Skills and Concepts include learning and investigating the fundamentals of movement (on land, water, snow, sand and ice) from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts into categories such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move).
Physical Fitness	Physical Fitness is the ability to move, perform daily tasks and unexpected physical challenges effectively without losing energy reserves. Fitness activities can be performed at many levels (low, moderate, and high), which will impact how efficiently the body functions.
Lifelong Fitness	Lifelong Fitness requires making fitness a part of a person's daily life. It is about creating fitness habits that support individuals to plan and stay healthy throughout their lifetime. In addition, a person recognizes the medical consequences of a sedentary lifestyle and that the benefits of an active body and mind over time reduces diseases, injuries and pain. Lifelong fitness doesn't focus on competition or high-level skill development,

	but rather on self-evaluation, personal goal setting, social engagement, sportsmanship, enjoyment of movement, and leisure-time fitness activities.
Nutrition	Nutrition is the intake of food, considered in relation to the body's dietary needs. An adequate and well-balanced diet, in combination with regular physical activity, is a cornerstone of physical wellness. Nutritional wellness necessitates learning how to develop good eating habits, including choosing healthy foods and understanding the effects that portion size, sugars, fats, and high cholesterol foods have on a body. Additionally, balancing food intake with exercise, tempered by factors such as age, lifestyle, and hereditary are vitally important components of nutritional wellness.

Interdisciplinary Connections	
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● <b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</li> <li>● <b>RI.K.4.</b> With prompting and support, ask and answer questions about unknown words in a text.</li> <li>● <b>RL.2.1.</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>● <b>RI.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● <b>SL.K1.</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>● <b>SL.K4.</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>● <b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>● <b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>● <b>SL.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> </ul> <p><b>Writing</b></p>	

- **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **W.K.5.** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- **W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

## **Mathematics**

- **Counting and Cardinality K.CC. A. Know number names and the count sequence.**

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

- **Operations and Algebraic Thinking 1.O.A Represent and solve problems involving addition and subtraction.**

1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.
2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

## **Science**

- **K-PS2-1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
- **K-PS2-2.** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.

## **Social Studies**

- **Geography, People, and the Environment: Human Environment Interaction**

**6.1.2.Geo.HE.1:** Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

## **Networks and the Internet**

- **8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.



### Computer Science and Design Thinking

- **Networks and the Internet**

**8.1.2.NI.1:** Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

### Career Readiness, Life Literacies, and Key Skills

- **Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.**
- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP12.** Work productively in teams while using cultural global competence.
- **9.2 Career Awareness, Exploration, and Preparation-** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

### Suggested Accommodations and Modifications

**English Language Learners:**

- Pair ELL student with student who speaks English and understands/ able to communicate with student's native language
  - Simplify content
  - Google Translator

- Multi - language word wall
- Provide extended time
- Speak clearly and slowly, avoid slang and idiomatic expressions

**Special Education/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan

**504 Plans:**

- Challenge with additional movements
- Challenge with increased tempo

**Gifted and Talented:**

- Challenge with additional movements
- Challenge with increased tempo

**Students at Risk of Failure:**

- Students Motivation
  - Interest
  - Build confidence
  - Independence
  - Enjoyment

**Economically Disadvantaged:**

- Build a safe and nurturing atmosphere
- Providing needed academic resources (paper, pencils, computer time, Physical Education attire)
- Be flexible with assignments

**Culturally Diverse:**

- Involve families in student learning
- Provide immediate praise and feedback
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Provide visuals

**Knowledge & Skills**

**Enduring Understandings:**

**Essential Questions:**

<ul style="list-style-type: none"> <li>• Developing competence in locomotor skills is important to efficient and enjoyable play.</li> <li>• Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance, and recreational activities.</li> <li>• Understand that repetitive practice of new skills learned will enhance one's ability to play.</li> <li>• Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective or interesting.</li> <li>• Dance helps improve agility, balance and coordination needed in other sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is learning different ways to move important for participation in physical activity?</li> <li>• What are the different locomotor skills that one needs during physical activity?</li> <li>• How can understanding movement concepts improve my performance?</li> <li>• How does my use of movement influence that of others?</li> <li>• How does dance improve our physical fitness?</li> <li>• Why is it important to keep a safe space when we move?</li> </ul>
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Evidence of Student Learning	
<b>Formative Tasks:</b> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Teacher Checklist</li> <li>• Verbal question &amp; answer</li> <li>• Self-evaluation of performance and progress</li> </ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>• End of unit project; potential modified game setting of skill base</li> </ul>
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Rubric score</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>• Baseline SGO</li> <li>• Mid year SGO</li> <li>• End of year SGO</li> </ul>

**Unit 3: Safety (2.3)****Duration: 60 Days****New Jersey Student Learning Standards**

- [2020 Health/PE Standards](#)

**Personal Safety**

- **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).

**Health Conditions, Diseases and Medicines**

- **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).

**Alcohol, Tobacco and other Drugs**

- **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.

**Dependency, Substances Disorder and Treatment**

- **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.

**Disciplinary Concepts and Core Ideas**

Personal Safety	Personal Safety involves being aware of your surroundings and understanding of how certain situations and/or unhealthy behaviors can lead to injury, illness or death. The ability to identify potential risks and an awareness of the steps that can likely prevent injuries and diseases are key to being safe. In addition, it is essential that individuals understand that there are circumstances that may make them feel uncomfortable or are unsafe/dangerous that are beyond their control. In those circumstances, it is essential that individuals know where and how to seek help and do not blame themselves.
Health Conditions, Diseases, and Medicines	Health conditions are acute or chronic illnesses and diseases, which can be either controllable or life threatening. People contract different types of diseases, such as communicable diseases, Vector-borne diseases and Zoonotic diseases to name a few. Access to care and facilities affect the conditions of health. Health-enhancing behaviors help a person avoid and reduce health risks, and diseases. Early detection, treatment, screenings, and vaccines assist in preventing (personal, community and global) illnesses and outbreaks. Medicines are substances that treat or relieve diseases and pain. Medications are prescribed by a physician or can be accessed over the counter. Medications can be misused and abused if not taken properly.
Alcohol, Tobacco, and Other Drugs	Alcohol, other drugs and tobacco can be found in a variety of forms. The use of alcohol and other drugs has both short-term and long-term effects. Alcohol and other drugs use refer to all types of legal and illicit drugs. Over the counter medicines and prescription medications, when taken correctly are drugs used to treat pain and illness. These drugs have both benefits and risks. There are many types of tobacco products such as cigarettes, e-cigarettes, and marijuana to name a few that can cause damage both physically and mentally. Tobacco, alcohol, and other illicit drug products can adversely affect the user, family members, and those in the community.

Dependency, Substances Disorder, and Treatment	Dependency is when a person develops a tolerance and an increased need for a drug or substance. There are types of dependency such as physical, and psychological addictions. Disorder or a substance use disorder is when casual or experimental use of alcohol or other substances (including illegal drugs, medications prescribed or not) escalates. Treatment includes programs and facilities a person can enroll in, to seek assistance and to receive help to recovery. There are many types of treatment facilities for a person to receive help to recovery. Students should know who to see and where to go for resources in the school and in the community (e.g., teacher, coach, school counselor, SAC, school nurse, resource officer, peer leadership individual, mental health specialist, parents, social worker).
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Interdisciplinary Connections	
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text.</li> <li>• <b>RI.K.4.</b> With prompting and support, ask and answer questions about unknown words in a text.</li> <li>• <b>RL.2.1.</b> Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</li> <li>• <b>RI.2.3.</b> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• <b>SL.K1.</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>• <b>SL.K4.</b> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>• <b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> <li>• <b>SL.2.2.</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• <b>SL.2.5.</b> Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> </ul> <p><b>Writing</b></p>	

- **W.K.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **W.K.5.** With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
- **W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- **W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

### Mathematics

- **Geometry K.G, A. Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.
- **Geometry 2.G, A. Reason with shapes and their attributes,** 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

### Science

- **K-ESS3-3-** Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
- **K-2-ETS1-1-** Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- **1-LS1-2-** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

### Social Studies

- **6.1.2.CivicsPR.1:** Determine what makes a good rule or law. schools, and in communities.
- **6.1.2.CivicsPR.2:** Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- **6.1.2.CivicsPR.3:** Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- **6.1.2.CivicsPR.4:** Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.
- **6.1.2.CivicsCM.1:** Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

- **6.1.2.CivicsCM.2:** Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence.)
- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

### Computer Science and Design Thinking

- **8.1.2.NI.2:** Describe how the Internet enables individuals to connect with others worldwide.
- **8.1.2.DA.1:** Collect and present data, including climate change data, in various visual formats
- **8.1.2.AP.4:** Break down a task into a sequence of steps.
- **8.1.2.AP.5:** Describe a program's sequence of events, goals, and expected outcomes.

### Career Readiness, Life Literacies, and Key Skills

- **Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century.**
- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP10.** Plan education and career paths aligned to personal goals.
- **CRP12.** Work productively in teams while using cultural global competence.
- **9.2 Career Awareness, Exploration, and Preparation-** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.



### **Suggested Accommodations and Modifications**

**English Language Learners:**

- Partner/ peer assistance
- Photo cards with vocabulary words
- Use models as demonstration
- Visual presentations

**Special Education/Students with Disabilities:**

- Follow IEP accommodations

**504 Plans:**

- Follow 504 plan accommodations

**Gifted and Talented:**

- Tiered assignments
- Open ended assignments
- Variety of leveled text
- Exploration of real world situations

**Students at Risk of Failure:**

- Partner/ peer assistance
- Eliminate time limits
- Use models as demonstration
- Photo cards with vocabulary words
- Visual presentations

**Economically Disadvantaged:**

- Promote available resources
- Track student progress
- Assist in goal planning

**Culturally Diverse:**

- Integrate cultural content
- Encourage entire school to be aware of cultural diversity

Acting as responsible and contributing member of society	Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.
Building and maintaining healthy relationships	Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.
Communicating clearly and effectively (verbal and nonverbal)	Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.
Resolving conflict	Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring.
Attending to personal, health, emotional, social and physical well-being	Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive

	social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health.
Engaging in an active lifestyle	Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.
Making decisions	Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.
Managing-self	Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.
Setting goals	Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.
Using technology tools responsibly	Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional tasks. They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users.

Knowledge & Skills	
<b>Enduring Understandings:</b> <ul style="list-style-type: none"> <li>Medicines and common household products contain drugs (chemicals) and may be helpful or harmful.</li> <li>Learning to say “no” means knowing when a situation is unsafe.</li> <li>Research has established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body.</li> <li>I can get accurate answers to my questions by seeking a trusted adult.</li> <li>Harmful substances can also be found in nature.</li> <li>Just because it is medicine doesn’t mean it is good for you.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What are the harmful effects of drugs?</li> <li>What ways can drugs harm the body and mind?</li> <li>How do I make the “right” decisions in the face of peer, media, and other pressures?</li> <li>Why can’t you tell what a drug/ chemical is by looking at it?</li> <li>How can habits be healthy and unhealthy?</li> <li>Who can I trust to accurately answer my questions?</li> <li>Why must medicines be used correctly?</li> <li>Who can give me medication?</li> </ul>

Core Instructional & Supplemental Materials	
<b>Suggested Activities/Resources:</b> <ul style="list-style-type: none"> <li>DARE</li> <li>Red Ribbon Week</li> <li><a href="#">Health Moves Minds</a></li> <li><a href="#">Kids Health</a></li> <li><a href="#">PE Central</a></li> </ul>	<b>Varied Levels of Text:</b> <ul style="list-style-type: none"> <li><a href="#">Too Good For Drugs</a></li> </ul>

Evidence of Student Learning	
<b>Formative Tasks:</b> <ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	<b>Alternative Assessments:</b> <ul style="list-style-type: none"> <li>End of the unit projects</li> </ul>

<ul style="list-style-type: none"> <li>• Teacher checklist</li> <li>• Verbal question and answer</li> <li>• Self- evaluation of performance and progress</li> </ul>	
<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Student participation</li> <li>• Rubric scoring</li> <li>• Performance test</li> </ul>	<b>Benchmark Assessments:</b> <ul style="list-style-type: none"> <li>• Baseline SGO</li> <li>• Midyear SGO</li> <li>• End of the year SGO</li> </ul>