

EAST RUTHERFORD SCHOOL DISTRICT

COMPREHENSIVE HEALTH CURRICULUM

Grades K – 2



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New Jersey Student Learning Standards

NJSLS 2016

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Kindergarten: Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support and healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Personal Growth and Development</p> <p>Define wellness; making healthy choices and having healthy relationships contribute to wellness</p> <p>Describe and demonstrate self-care practices that support wellness</p> <p>Name and locate age-appropriate body organs and parts</p> <p>Describe how classmates are alike and how they are different</p> <p>B. Nutrition</p> <p>Explain and discuss why some foods are healthier to eat than others</p> <p>Referring to MY PLATE, sort foods according to food groups and food sources</p> <p>C. Diseases and Health Conditions</p> <p>Explain why diseases and health conditions need to be detected and treated early</p> <p>Discuss ways to prevent the spread of diseases</p> <p>D. Safety</p>	<p>HPE. 2.1.2.A.1</p> <p>HPE. 2.1.P.A.2</p> <p>HPE. 2.1.2.A.2</p> <p>HPE. 2.1.2.A.2</p> <p>HPE. 2.1.2.B.1</p> <p>HPE. 2.1.2.B.2</p> <p>HPE. 2.1.2.C.1</p> <p>HPE.</p>	<p>A. What is wellness?</p> <p>A. In what ways are children alike/different?</p> <p>B. What is a healthy food?</p> <p>C. How do diseases and health conditions impact our lives?</p> <p>D. What role does safety play in our health?</p> <p>D. How can I keep my body safe?</p> <p>E. What are basic needs?</p> <p>E. How do families help us grow?</p>	<p>A. Responsible health behaviors require critical thinking, decision-making, problem solving, and communication skills</p> <p>A. Locating, using and evaluating health information and resources may promote wellness</p> <p>B. Healthy choices contribute to wellness</p> <p>D. Safety is essential to my own well being and the well-being of others</p> <p>E. Developing healthy physical, mental and social habits involves making appropriate choices</p>	<p>Ongoing observation & questioning during class discussions</p> <p>Performance tasks</p> <p>Self-assessment</p> <p>Role playing</p> <p>Classroom Discussion</p> <p>Lists: ex. Healthy habits</p>

<p>Demonstrate ways to prevent injuries</p> <p>Explain and demonstrate simple first aid procedure including getting help and calling 911</p> <p>Distinguish among “good/safe touch” and “bad/unsafe touch”</p> <p>Discuss safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults</p> <p>E.Social and Emotional Health</p> <p>Identify the possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts</p>	<p>2.1.2.C.2</p> <p>HPE. 2.1.2.D.1</p> <p>HPE. 2.1.P.D.4 2.1.4.D.4</p> <p>HPE. 2.1.2.D.2</p> <p>HPE. 2.1.2.D.2</p> <p>HPE. 2.1.2.E.2</p>			
<p>Suggested Activities/Resources</p> <p>Draw a family portrait and explain roles/responsibilities of family members</p> <p>The Most Wonderful Person in the world – focus on the individual strengths of each student; encourage sharing</p> <p>Sort various foods using healthy vs. unhealthy guidelines – MY PLATE</p> <p>Literature Connection: <u>I’m Growing</u> (Alike), <u>I’m Gonna Like Me</u> (Jaime Lee Curtis and Laura Cornell), <u>From Head to Toe</u> (Eric Carle), <u>Your Body Belongs to You</u> (Cornelia Maude Spelman)</p> <p>http://www.choosemyplate.gov/</p>				

Kindergarten: Comprehensive Health and Physical Education

2.2 Integrated Skills: All will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Interpersonal Communication</p> <p>Identify sources of health information</p> <p>Explain when and how to use refusal skills in health and safety situations</p> <p>Demonstrate effective communication and listening skills</p> <p>C. Character Development</p> <p>Discuss factors that lead to group success and help solve group problems</p> <p>Discuss types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities</p> <p>E. Health Services and Information</p> <p>Discuss how community helpers and healthcare workers contribute to personal and community wellness</p>	<p>HPE. 2.2.2.A.1</p> <p>HPE. 2.2.2.A.1</p> <p>HPE. 2.2.2.A.1</p> <p>HPE. 2.2.2.C.1</p> <p>HPE. 2.2.2.C.2</p> <p>HPE. 2.2.2.E.1</p>	<p>A. What are the personal, interpersonal, and life skills essential in supporting a healthy, active lifestyle?</p> <p>A. What is communication?</p> <p>C. When should you be a leader and when should you be a follower?</p> <p>E. How does our community help us?</p>	<p>A. Communication is an essential skill</p> <p>A. How to say “no”</p> <p>C. A cohesive group tends to be more productive</p> <p>D. Community service is self rewarding</p>	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Self-assessment</p> <p>Role playing</p> <p>Classroom Discussions</p>
<p>Suggested Activities/Resources</p> <p>Good Health Puppets – make puppets to communicate about healthy behaviors</p> <p>Path to Good Health – Tape life size footsteps in classroom – footsteps lead down the path to wellness</p> <p>Health Helpers Mural – brainstorm people/places they can go to for help/information about health and use information to create mural</p> <p>Literature Connection: <u>The Baby Sister</u> (Tommie DePaola), <u>Don’t Need Friends</u> (Carolyn Crimi), <u>No trouble at All</u> (Sally Grindley)</p>				

Kindergarten: Comprehensive Health and Physical Education

2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Medicines</p> <p>Explain that medicines can be helpful or harmful and that when used correctly, medicines can help keep people healthy</p> <p>Discuss basic rules when taking medicines</p> <p>B. Alcohol, Tobacco, and other Drugs</p> <p>Define “drug” and give examples of harmful and/or illegal drugs</p> <p>Identify substances that should never be consumed or inhaled</p>	<p>HPE. 2.3.2.A.1</p> <p>HPE. 2.3.2.A.2</p> <p>HPE. 2.3.2.B.1</p> <p>HPE. 2.3.2.B.5</p>	<p>A. Why are certain drugs harmful?</p> <p>A. What is the difference between medicine and drugs?</p> <p>B. Why are some drugs illegal?</p>	<p>C. Certain drugs have harmful effects on the mind and body</p> <p>B. Use caution with certain drugs</p>	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Performance Tasks</p> <p>Classroom Discussions</p> <p>Role Playing</p>
<p>Suggested Activities/Resources</p> <p>Feeling Well – have students draw pictures of themselves when they feel well</p> <p>Medicines Make you Feel Well – tell the class a story about a dragon with a sore throat – discuss strategies/medicines to feel well again</p> <p>Literature Connection: <u>George’s Marvelous Medicine</u> (Roald Dahl), <u>When I Feel Good about Myself</u> (Cornelia Spelman), <u>Feel Good Book</u> (Todd Parr), <u>Bear Feels Sick</u> (Karma Wilson)</p>				

Kindergarten: Comprehensive Health and Physical Education

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Relationships</p> <p>Identify different kinds of families and explain that families may differ for many reasons</p> <p>Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family</p> <p>Define friendship and explain that friends are important throughout life</p> <p>Identify appropriate ways for children to show affection and caring</p> <p>C. Pregnancy and Parenting</p> <p>Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured</p>	<p>HPE. 2.4.2.A.1</p> <p>HPE. 2.4.2.A.2</p> <p>HPE. 2.4.2.A.3</p> <p>HPE. 2.4.2.A.3</p> <p>HPE. 2.4.2.C.1</p>	<p>A. Why do families differ?</p> <p>A. What is a successful family?</p> <p>A. What is a friendship?</p> <p>C. How are you cared for?</p>	<p>D. Family structure differs</p> <p>A. Every person plays a part in a family</p> <p>A. We all belong to a family</p>	<p>Ongoing observation & questioning during class discussions and hands-on project work</p> <p>Self-assessment</p> <p>Role Playing</p> <p>Performance Tasks</p>

Grade 1: Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health promotion concepts and skills to support and healthy, active lifestyle.

Instructional Objectives	NJSL Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Personal Growth and Development</p> <ul style="list-style-type: none"> Explain how making healthy choices and having healthy relationships contribute to wellness. Name and locate body organs and parts and how body parts work together to support wellness. <p>B. Nutrition</p> <ul style="list-style-type: none"> Explain why some foods are healthier to eat than others. Explain what information can be found on food and product labels. <p>C. Diseases and Health Conditions</p> <ul style="list-style-type: none"> Understand common symptoms of diseases and health conditions. Explain the difference between communicable and non-communicable diseases. Describe ways to prevent the spread of diseases <p>D. Safety</p> <ul style="list-style-type: none"> Identify warning labels found on medicines and household products. 	<p>HPE. 2.1.2.A.1</p> <p>HPE. 2.1.2.A.2</p> <p>HPE. 2.1.2.B.1</p> <p>HPE. 2.1.2.B.3</p> <p>HPE. 2.1.2.C.1</p> <p>HPE. 2.1.2.C.2</p> <p>HPE. 2.1.2.C.2</p>	<p>- How can I achieve optimal wellness?</p> <p>- How do healthy foods impact our lives?</p> <p>- What does nutrition mean?</p> <p>- How do diseases and health conditions impact our lives?</p> <p>- What behaviors help to promote prevention of diseases?</p> <p>- What are some important safety rules?</p>	<ul style="list-style-type: none"> Responsible health behaviors require critical thinking, decision-making, problem solving, and communication skills. Locate, using and evaluating health information and resources may promote wellness. Healthy choices contribute to wellness. Healthy lifestyle and practices prevent the spread of common diseases. Safety is essential to my own well-being and the well-being of others. 	<p>Ongoing observation and questioning during class discussions</p> <p>Group Projects</p> <p>Peer review</p> <p>Performance tasks</p> <p>Student discussions</p> <p>Whole-group discussions</p> <p>Create a Venn Diagram identifying the similarities and differences of diseases</p>

<ul style="list-style-type: none"> • Use safe and appropriate behavior for use when interacting with strangers, acquaintances, and trusted adults. • Practice simple safety techniques by knowing personal information such as address and phone number. <p>E. Social and Emotional Health</p> <ul style="list-style-type: none"> • Describe and demonstrate appropriate ways to express wants, needs, and emotions. • Demonstrate ways to deal with conflict. 	<p>HPE. 2.1.2.D.1</p> <p>HPE. 2.1.2.D.2</p> <p>HPE. 2.1.2.D.3</p> <p>HPE. 2.1.2.E.1</p> <p>HPE. 2.1.2.E.2</p>	<p>- How can I keep my body safe?</p> <p>- What is a conflict?</p> <p>- How can a conflict be resolved?</p>	<ul style="list-style-type: none"> • Developing healthy physical, mental, and social habits involves making appropriate choices. 	
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Suggested Resources:

- Label body tracings with unhealthy and healthy habits
- Demonstrate proper hand washing technique
- Play, “Doctor, Doctor”, where students identify the symptoms and must determine what is wrong with the character
- Draw a picture of a person and create a story about why the person feels this way
- Literature Connection: *Good Enough to Eat: A Kid’s Guide to Food and Nutrition* (Lizzy Rockwell), *Little Critter: Good for Me and You* (Mercer Mayer) *Why Should I Eat Well?* (Mike Gordon)
- <http://www.choosemyplate.gov/>

Grade 1: Comprehensive Health and Physical Education

2.2 Integrated Skills: All will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Interpersonal Communication</p> <ul style="list-style-type: none"> Express ideas and opinions about wellness issues Demonstrate effective communication and listening skills <p>B. Decision-Making and Goal Setting</p> <ul style="list-style-type: none"> Explain the steps to making an effective health decision Discuss how parents, peers, and the media influence health decisions Develop a wellness goal and explain why setting a goal is important <p>C. Character Development</p> <ul style="list-style-type: none"> Explain that a person’s character and values are reflected in the way the person thinks <p>D. Advocacy and Service</p> <ul style="list-style-type: none"> Motivate group members to work together and provide constructive feedback <p>E. Health Services and Information</p> <ul style="list-style-type: none"> Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied 	<p>HPE. 2.2.2.A.1</p> <p>HPE. 2.2.2.A.1</p> <p>HPE. 2.2.2.B.1</p> <p>HPE. 2.2.2.B.2</p> <p>HPE. 2.2.2.B.3</p> <p>HPE. 2.2.2.C.1</p> <p>HPE. 2.2.2.D.1</p> <p>HPE. 2.2.2.E.1</p>	<p>- Why is communication important?</p> <p>- Why is it important to be tolerant of other’s ideas and opions?</p> <p>- What is a wellness goal?</p> <p>- In what ways do we deal with our feelings?</p> <p>- When should a person be a leader and when should they be a follower?</p> <p>- Where do we locate help at school, home, and in the community?</p>	<ul style="list-style-type: none"> People are entitled to have ideas and opinions Health decisions are influences A person’s character and values are reflective of that individual 	<p>Ongoing observation and questioning during class discussions</p> <p>Group projects</p> <p>Peer review</p> <p>Performance tasks</p> <p>Create a group list of solutions to childhood obesity</p> <p>Student discussion</p> <p>Whole-group discussion</p>

Suggested Resources:

- Discuss and/or preview various health related commercials. Have students identify what the ad was intending to sell and its accuracy.
Variations: ads from newspapers and magazines
- Illustrate directions for a common health practice (i.e washing hands, brushing teeth, fastening seat belt, flossing teeth, wearing bike helmet, etc.)
- Literature Connection: *Hands are not for Hitting* (Martin Agassi), *Friends* (Helme Heine), *Let's Be Enemies* (Janice May Udry), *Why Should I Listen?* (Mike Gordan), *Howard B. Wigglebottom Learns to Listen* (Howard Binkow)

Grade 1: Comprehensive Health and Physical Education

2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Medicines</p> <ul style="list-style-type: none"> • Identify different kinds of medicines • Understand that medicines can be helpful or harmful 	<p>HPE. 2.3.2.A.1 2.3.2.A.2</p>	<p>- How do we determine if a medicine is harmful or helpful?</p>	<ul style="list-style-type: none"> • Certain drugs have harmful effects on the mind and body 	<p>Ongoing observation and questioning during class discussions</p> <p>Group projects</p>
<p>B. Alcohol, Tobacco, and Other Drugs</p> <ul style="list-style-type: none"> • Give examples of harmful and/or illegal drugs • Understand and explain that tobacco use contributes to lung diseases and fires • Discuss how tobacco smoke impacts the environment and the health of nonsmokers • Identify substances that should never be consumed or inhaled 	<p>HPE. 2.3.2.B.1</p> <p>HPE. 2.3.2.B.2</p> <p>HPE. 2.3.2.B.3</p>	<p>- How does tobacco smoke impact the environment and the health of others?</p>	<ul style="list-style-type: none"> • Tobacco smoke effects the environment and the health of others 	<p>Peer review</p> <p>Performance tasks</p> <p>Create a group list of solutions to childhood obesity</p>
<p>C. Dependency/ Addiction and Treatment</p> <ul style="list-style-type: none"> • Explain that some people cannot control their use of alcohol, tobacco, and other drugs 	<p>HPE. 2.3.2.B.5</p> <p>HPE. 2.3.2.C.1</p>	<p>- What is addiction?</p>	<ul style="list-style-type: none"> • Alcohol, tobacco, and some drugs are addictive 	<p>Student discussion</p> <p>Whole-group discussion</p>

Suggested Resources:

- Discuss and illustrate the difference between Over the Counter, Prescription, and Illegal Drugs
- Showcase empty containers of common household substances/medicines. Categorize each as “healthful” or “harmful”
- Literature Connection: *Fill a Bucket* (Carol McCloud), *The Boo Boo Book* (Joy Masoff)

Grade 1: Comprehensive Health and Physical Education

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Instructional Objectives	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Relationships</p> <ul style="list-style-type: none"> • Explain that families experiencing a change or crisis can get help if they need it • Explain that all family members have certain rights and responsibilities that contribute to the successful functioning of the family • Define friendship and explain that friends are important throughout life <p>C. Pregnancy and Parenting</p> <ul style="list-style-type: none"> • Explain that human beings develop inside their birth mother, are helpless when born, and must be fed, clothed, and nurtured 	<p>HPE. 2.4.2.A.1</p> <p>HPE. 2.4.2.A.2</p> <p>HPE. 2.4.2.A.3</p> <p>HPE. 2.4.2.C.1</p>	<p>- What type of help is available to families in need?</p> <p>- What is friendship?</p> <p>- What is a successful family?</p>	<ul style="list-style-type: none"> • Every person contributes to the family • We all belong to a family • Friendship is important in life 	<p>Ongoing observation and questioning during class discussions</p> <p>Group projects</p> <p>Peer review</p> <p>Performance tasks</p> <p>Create a group list of solutions to childhood obesity</p> <p>Student discussion</p> <p>Whole-group discussion</p>

Suggested Resources:

- Create a family crest based on their family’s heritage and tradition
- Given character backgrounds, students will identify qualities of “Good Character” by indicating thumbs up or thumbs down
- Photographic Time Line—develop a timeline of student life—discuss the physical, emotional, and social changes that have occurred over time
- Literature Connection: *Incredible You!: 10 Ways to Let Your Greatness Shine Through* (Wayne W. Dyer) *Bear’s New Friend* (Karma Wilson), *It’s Not the Stork: A Book About Girls, Boys, Babies, Bodies, Families, and Friends* (Robie H. Harris) *Parts* (Ted Arnold)

Grade 2: Comprehensive Health and Physical Education

2.1 Wellness: All students will acquire health will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Instructional Objective(s)	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Personal Growth and Development - Explain how making healthy choices and having healthy relationships contribute to wellness. - Describe and demonstrate self-care practices that support wellness.</p> <p>B. Nutrition - Explore why some foods are healthier than others. - Sort foods according to food groups and food sources. - Classify Food into food pyramid groups - Choosing a balanced variety of nutritious foods contributes to wellness. Summarize information about food on product label.</p>	<p>HPE. 2.1.2.A.1</p> <p>HPE. 2.1.2.A.2</p> <p>HPE. 2.1.2.B.1</p> <p>HPE. 2.1.2.B.2</p> <p>HPE. 2.1.2.B.3</p>	<p>How can I achieve optimal wellness?</p> <p>How can I achieve optimal wellness?</p> <p>Why are some foods healthier options than others?</p> <p>How do healthy foods impact our life? What do you know about food groups?</p>	<p>Health choices contribute to wellness</p> <p>Read Nonfiction text Draw pictures of doing healthy things.</p> <p>Health choices contribute to wellness, Create a healthy plate project Brainstorm different physical activities</p> <p>Food choices contribute to wellness. Read Nonfiction text Read, <u>The Good Food Diner</u> Markey</p> <p>Food choices contribute to wellness. Cut, sort, and glue magazine pictures</p>	<p>- Ongoing observation & questioning during classes</p> <p>- Group Project</p> <p>- Peer Review</p> <p>- Performance Tasks</p> <p>- Student Presentations</p> <p>- Group Discussions</p> <p>- Journal Entries</p>

<p>D. Safety</p> <ul style="list-style-type: none"> - Identify ways to prevent injuries at home, school, and in the community. - Differentiate among characteristics of strangers, acquaintances, and trusted adults. - Identify procedures associated with pedestrians, bicycle, and traffic safety. 	<p>HPE. 2.1.2.D.1</p> <p>HPE. 2.1.2.D.2</p> <p>HPE. 2.1.2.D.3</p>	<p>What behaviors will you use to keep yourself safe?</p> <p>What is a dangerous object?</p> <p>How do we know what a stranger looks like? Who should we trust?</p> <p>What is a dangerous situation? What is a dangerous object? How do you get help?</p>	<p>Making safe choices prevents bodily harm. Brainstorm good safety habits Invite Police/ fire dept. to present fire prevention and safe “Trick or Treating” practices Trauma Roo presentation</p> <p>Making safe choices prevents bodily harm. Discuss what constitutes a stranger Role play</p> <p>Who are people we can trust</p> <p>Create a list of safe behaviors for biking, skateboarding, walking etc. Brainstorm a list of dangerous objects and situations</p>	
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<p>E. Social and Emotional Health</p> <ul style="list-style-type: none"> - Identify basic social and emotional needs of all people. - Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. - Explain healthy ways of coping with common stressful situations experienced by children. 	<p>HPE. 2.1.2.E.1</p> <p>HPE. 2.1.2.E.2</p> <p>HPE. 2.1.2.E.3</p>	<p>What factors impact social and emotional health?</p> <p>What causes conflict between people?</p> <p>How do we solve and prevent conflict between people?</p> <p>How can setting goals and making good decisions enhance one's health?</p>	<p>Many factors at home, school, and the community can impact social and emotional health.</p> <p>Journal entry on how it feels to show tolerance, courtesy etc.</p> <p>Demonstrate effective interpersonal skills to enhance health. Discussion Through Social Studies units encourage respect and appreciation for cultural differences</p> <p>Demonstrate effective interpersonal skills to enhance health.</p>	
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Suggested Activities/Resources

- <http://www.brainpop.com/health/personalhealth/>
- Literature: The Edible Pyramid: Good Eating Everyday, Loreen Leedy
- Why Do People Eat? ,Kate Needham Good Enough to Eat: A Kid's Guide to Food and Nutrition, Lizzy Rockwell
- Dinosaurs Beware by Marc Brown <http://www.superkidsnutrition.com> , <http://www.kidshealth.org> The Edible Pyramid:Good Eating Everyday

Grade 2: Comprehensive Health and Physical Education

2.2 Integrated Skills: All will develop and use personal and interpersonal skills to support a healthy, active lifecycle.

Instructional Objective(s)	NJSLs Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Interpersonal Communication - Express needs, wants, and feelings in health and safety related situations.</p>	<p>HPE. 2.2.2.A.1</p>	<p>What feelings do people have regarding needs and wants in health and safety situations? In what ways do we deal with our feelings?</p>	<p>Demonstrate how to use both verbal and nonverbal communication strategies to express feelings.</p> <p>Class discussion of human needs and many are met.</p> <p>Read <u>Let's Talk about Needing Attention</u> Joy Berry</p>	<p>- Ongoing Observation & questioning during class discussion and hands-on project work.</p> <p>- Peer review</p> <p>-Performance Tasks</p> <p>- Student response</p> <p>- Journal Entries</p>
<p>B. Decision-Making and Goal Setting - Explain what a decision is and why it is advantageous to think before acting. - Relate decision- making by self and others to one's health.</p>	<p>HPE. 2.2.2.B.1 HPE. 2.2.2.B.2</p>	<p>Why is it important to think about a situation before acting out? Will thinking about a decision potentially</p>	<p>Read <u>Why Don't Haircuts Hurt</u>, Berger</p> <p>Explain how certain decisions we make affect the way we feel.</p>	

<p>- Determine ways parents, peers, technology, culture, and the media influence health decision.</p> <p>- Select a personal health goal and explain why setting a goal is important.</p>	<p>HPE. 2.2.2.B.3</p> <p>HPE. 2.2.2.B.4</p>	<p>prevent an undesirable outcome?</p> <p>Why is it important to be tolerant of other's ideas and opinions?</p> <p>How do our decisions affect our health directly?</p> <p>Why is communication important?</p> <p>What role does the media play in our health decisions?</p> <p>What is a wellness goal?</p> <p>How can setting goals and making good decisions enhance one's health?</p>	<p>Describe how decision making directly affects our health with regards to tobacco, alcohol etc.</p> <p>Read <u>Give and Take</u>, Boulden</p> <p>Create a mini-commercial.</p> <p>Create a poster of good personal hygiene.</p> <p>Demonstrate the ways a positive self-image is created.</p> <p>Select a personal health goal</p>	
<p>C. Character Development</p> <p>- Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p>	<p>HPE. 2.2.2.C.1</p>	<p>What does it mean to "be of good character"?</p>	<p>Explain character traits</p>	

<p>- Identify types of disabilities and demonstrate appropriate behavior when interacting with people and disabilities.</p>	<p>HPE. 2.2.2.C.2</p>	<p>How does being a good person affect the actions of others?</p> <p>What are disabilities? How should we interact with people with disabilities?</p>	<p>Character Ed. Video series</p> <p><u>Rainbow Fish</u>, Marcus Pfister</p> <p>Peer Mediation</p> <p>Design paper medals for people of good character</p> <p>Identify types of disabilities</p> <p>Demonstrate appropriate behavior when interacting with people with disabilities</p>	
<p>D. Advocacy and Services - Determine the benefits for oneself and others of participating in a class or school service activity.</p>	<p>HPE. 2.2.2.D.1</p>	<p>How does participating in class or school service activities or projects benefit everyone?</p>	<p>Participate in: Soup-er bowl fundraiser, Pennies for patients, & Alex's Lemonade Stand</p> <p>Determine the benefits to participating in service projects</p>	

<p>E. Health Services and Information - Determine where to access home, school, and community health professionals.</p>	<p>HPE. 2.2.2.E.1</p>	<p>Who do we contact for health emergencies?</p>	<p>Read: <u>A Very Busy Firehouse</u>, Alyse Sweeney <u>Police Officers on the Go</u>, Alyse Sweeney <u>To the Rescue</u>, Mercer Mayer</p>	
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Suggested Activities/Resources

- <http://www.anuvia.org/gallery.php?cat=73>
- <http://www.charactercounts.org> , <http://www.thesafeside.com> , <http://www.pbskids.org>
- How to be Comfortable in your own feathers, by Julia Cook

Grade 2: Comprehensive Health and Physical Education

2.3 Drugs and Medicine: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Instructional Objective(s)	NJSLS Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Medicines - Identify different kinds of medicines. - Understand that when used correctly, medicines can help keep people healthy. - Understand the basic rules when taking medicines.</p> <p>B. Alcohol, Tobacco, and Other Drugs - Identify ways that drugs can be abused. - Explain that alcohol, tobacco, and other drug use contributes to lung diseases and fires. - Discuss the effect of tobacco smoke on non-smokers.</p>	<p>HPE. 2.3.2.A.1 2.3.2.A.2</p> <p>HPE. 2.3.2.A.3</p> <p>HPE. 2.3.2.B.1</p> <p>HPE. 2.3.2.B.2</p>	<p>How do we determine if a medicine is helpful or harmful?</p> <p>How do we get medicines?</p> <p>When do we need medicine?</p> <p>How does tobacco smoke impact others?</p> <p>How can you avoid using tobacco?</p>	<p>Explain the effects of medicine on the body and the mind.</p> <p>How are medicines/drugs obtained and properly used.</p> <p>Certain drugs have helpful/harmful effects on the mind and body.</p> <p>Explain how making a healthy life choice by avoiding the use of tobacco products contributes to good life practices.</p>	<p>Ongoing observation & questioning during class discussions</p> <p>Group Projects</p> <p>Peer Review</p> <p>Performance Tasks</p> <p>Student Responses</p> <p>Student Presentations</p> <p>Journal Entries</p>

<ul style="list-style-type: none"> - Discuss that alcohol may be in products we did not expect. - Identify substances that should never be consumed or inhaled such as drug look-alikes, glue, poisons, and cleaning fluids. 	<p>HPE. 2.3.2.B.3</p> <p>HPE. 2.3.2.B.4</p> <p>HPE. 2.3.2.B.5</p>		<p>Tobacco smoke effect the environment and the health of others.</p>	
<p>C. Dependency/Addiction and Treatment</p> <ul style="list-style-type: none"> - Understand that some people cannot control their use of alcohol, tobacco, and other drugs. - Explain that people who abuse alcohol, tobacco, and other drugs can get help. 	<p>HPE. 2.3.2.C.1</p> <p>HPE. 2.3.2.C.2</p>	<p>What is addiction?</p> <p>How does addiction affect a person?</p>	<p>Explain how some drugs and alcohol can become addictive (make people want to keep using these products).</p> <p>Alcohol, tobacco, and some drugs are addictive.</p> <p>Explain how some people need a doctors help to stop using these products.</p>	

Suggested Activities/Resources

- Safe Use of Medicine – create puppets demonstrating the proper use of medicines
- Great Wall of Wellness – divide students into groups and have each person in the group list five things that make him/her healthy.
- Have class create a mural illustrating the healthy behaviors.
- Literature Connection: Being Safe (Sindy McKay); How Full is Your Bucket? (Tom Rath); No Excuses! (Wayne W. Dyer)
- Website: BrainPop Jr – Videos & Quizzes
- McKenzie School Bookroom Books

Grade 2: Comprehensive Health and Physical Education

2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Instructional Objective(s)	NJSLS Alignment	Essential Questions	Instructional Procedures	Instructional Assessment Activities
<p>A. Human Relationships</p> <ul style="list-style-type: none"> - Discuss different kinds of families. - Identify the responsibilities of family members. - Understand appropriate ways for children to show affection and caring. 	<p>HPE. 2.4.2.A.1</p> <p>HPE. 2.4.2.A.2</p> <p>HPE. 2.4.2.A.3</p>	<p>Which family members are in your family?</p> <p>What does each of your family members do?</p> <p>What type of help is available to families in need?</p> <p>How do successful families function?</p>	<p>We all belong to a family.</p> <p>Identify various family members.</p> <p>Every person contributes to the family.</p> <p>Describe the roles and responsibilities of each family member.</p> <p>A family's success depends on all members.</p>	<p>Ongoing observation & questioning during class discussions</p> <p>Group Projects</p> <p>Self-Assessment</p> <p>Performance Tasks</p> <p>Student Responses</p> <p>Journal Entries</p>

<p>B. Sexuality - Explain the physical differences and similarities of the genders (using people and animals).</p>	<p>HPE. 2.4.2.B.1</p>	<p>What do we know about mammals?</p> <p>What are characteristics - similarities/differences – of boys and girls (using animals)?</p> <p>What body parts do we use for our senses?</p>	<p>Animals that are mammals give birth to live young.</p> <p>Most mammals care for their offspring until they are strong enough to take care of themselves.</p> <p>Mother mammals provide nourishment for their young (milk).</p> <p>Most girl animals are “dull” colors (ducks, birds, etc...).</p> <p>Most boy animals are more colorful (ducks, birds, etc...).</p> <p>Most people use eyes to see, ears to hear, nose to smell, hands to touch/feel, and mouths to taste.</p>	
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<p>C. Pregnancy and Parenting - Explain how a mother/family care for a baby (using people and animals).</p>	<p>HPE. 2.4.2.C.1</p>	<p>How does a mother's health effect the baby's health?</p> <p>How might an animal or human look differently if they are pregnant?</p>	<p>If a mother has a healthy lifestyle while pregnant, the baby will be born healthy.</p> <p>Human and animal mothers carry babies in their bellies.</p> <p>Mothers must be careful while pregnant to eat well and to take care of their bodies.</p>	
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Suggested Activities/Resources

- My Body, My Home – Sing the song “Head, Shoulders, Knees, and Toes” ...each verse add new parts of the body. Make a list of smaller body parts (nose, eyes, feet, etc.)
- Have students draw a family tree showing up to 10 family members
- Literature Connection: More Parts (Tedd Arnold); Strangers - Berenstain Bears Learn About Strangers (Jan Berenstain); Family (Isabell Monk); The Family Book (Todd Parr); Love You Forever (Robert Munsch); Rain Forest Babies (Kathy Darling); Charlie Anderson (Barbara Ambercrombie)
- McKenzie Book Room

EAST RUTHERFORD SCHOOL DISTRICT

PHYSICAL EDUCATION CURRICULUM

Grades K – 2



Giovanni A. Giancaspro
Superintendent of Schools

Marlene Krupp
Interim Curriculum Coordinator

New Jersey Student Learning Standards

NJSLS 2016

Adopted August 2017

K-2

HPE.2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

HPE.2.6 Fitness: All students will apply health-related and skill-related concepts and skills to develop and maintain a healthy, active lifestyle.

NJSLs	Instructional Objectives, Skills, and Benchmarks	Essential Questions	Research Based Activities	Instructional Assessments	Suggested Resources
<p>A. Movement Skills & Concepts HPE. 2.5.P.A.1</p> <p>HPE. 2.5.P.A.2</p> <p>HPE. 2.5.P.A.3</p>	<p>Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p>Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <p>Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula hoop about the hips, walks a balance beam, laces, different sized beads, and buttons and unbuttons).</p>	<p>What are locomotor skills?</p> <p>What is the difference between a hop and a jump?</p> <p>What part of your foot do you push off when using your locomotor skills?</p> <p>What details would you include in a picture of your movement?</p>	<p>Instant activity that foster and develop competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. For Example: games “Race Cars”, and “Whistle Stop” Drawing a picture of you doing your favorite movement.</p> <p>Demonstrate non-locomotor skills: Bend, reach, twist, swing, push/pull, balance, land, fall via regular physical activity. For Example: scooters, parachute, and balance beams.</p> <p>Participate in manipulative skills – may include, but not limited to: Jump rope, hoops, scoops, parachutes,</p>	<p>Ongoing observation and questioning during class discussion</p> <p>Cooperative Play</p> <p>Guided practice</p> <p>Group/ Individual</p> <p>Skills Check lists</p> <p>Rubrics</p> <p>Oral Response</p>	<p>Resources will vary based on individual lessons www.state.nj.us/education/cccs/2014/chpe/ www.shapeamerica.org/</p> <p><i>Journal of Physical Education, Recreation and Dance-JOPERD</i></p> <p>Varied books: Examples:</p> <p><i>The Sport Book-DK</i></p> <p><i>The First Six Minutes-Hal Cramer</i></p> <p><i>Hooked on Fitness-James Harrison</i> <i>Bully Free Classroom-Alan Beane</i></p>

<p>HPE. 2.5.2.A.1</p>	<p>Explain and perform <u>movement skills</u> with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>	<p>What size ball is easier to catch?</p> <p>How do you throw a Frisbee?</p>	<p>bean bags, pins, balls, scarves, ring toss, Frisbee (various types), balloons, noodles, plastic containers, striking equipment, paddles. For Example: games “Alligator Crawl” and “Burger Toss”</p> <p>Apply skill practice: Bounce, catch, throw, kick, dodge, strike, tag, start, stop, volley, dribble, roll an object; Optional: chase, flee, aim. For Example: games “Bridge Tag” and “Spiders and Flies”</p>		
<p>HPE. 2.5.2.A.2</p>	<p>Correct movement errors in response to feedback.</p> <p>Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p>	<p>What is the proper way to tag?</p> <p>Why is it important to use a mat?</p>	<p>Perform the following body control activities: Jump/land, balance, spin, strength building (ex. pushups, dips), rock, roll (ex. log roll, egg roll), turn, weight transfers. For Example: Basic tumbling.</p>		
<p>HPE. 2.5.2.A.3</p>	<p>Explain the difference between offense and defense</p>		<p>Perform the following travel activities: Animal walks and movements (crabwalk, inch work, frog leap,</p>		

<p>HPE. 2.5.2.A.4</p>	<p>Determine how attitude impacts physical performance.</p>		<p>bear walk) For Example: Animal relay races</p>		
<p>B. Strategy HPE. 2.5.2.B.1</p>	<p>Demonstrate strategies that enable team members to achieve goals.</p>		<p>Demonstrate the use of rhythmic apparatus: Use of objects such as hoops, wands, scarves, etc., to a beat/tempo. For Example: Musical hoops and juggling scarves.</p>		
<p>HPE. 2.5.2.B.2</p>	<p>Explain what it means to demonstrate good sportsmanship.</p>		<p>Apply weight transfer movements: Force, flow, energy. For Example: 4 corner push-ball and flag tag.</p>		
<p>HPE. 2.5.2.B.3</p>	<p>Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>		<p>Recognize changing environment: Over/under, obstacles, targets. For Example: Over/under relay, progressing target sizes and obstacle courses.</p>		
<p>HPE. 2.5.2.B.4</p>	<p>Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p>		<p>Perform and describe creative movements (may include, but not limited to): Music, poetry, stories. For Example: “Whistle Stop” and choreographed warm-ups.</p>		
<p>c. Sportsmanship, Rules & Safety HPE. 2.5.2.C.1</p>	<p>Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p>	<p>What is a target?</p>			

<p>HPE. 2.5.2.C.2</p>	<p>Explain the role of regular physical activity in relation to personal health.</p>		<p>Understanding the concepts of personal and general space. For Example: Hoop distance, “Reaction Run” and stations.</p>		
<p>A. Fitness & Physical Activity HPE. 2.6.P.A.1</p>	<p>Explain what it means to be physically fit and engage in moderate to vigorous age appropriate activities that promote fitness.</p>		<p>Use visual and verbal cues to improve performance daily</p>		
<p>HPE. 2.6.P.A.2</p>	<p>Develop a fitness goal and monitor progress towards achievement of the goal.</p>	<p>What is body language?</p>	<p>Self-assess skills and performance via closure questioning and observation of classmates.</p>		
<p>HPE. 2.6.2.A.1</p>			<p>Corrective feedback related to movement. Both specific and general classroom.</p> <p>Movement Concepts: Identify Body planes and parts. For Example: “Simon Says”, body stretches, and the “Hokey Pokey”.</p> <p>Perform directions, pathways, and levels. For Example: Stations, obstacle course, and high, med. and low game.</p>		

<p>HPE. 2.6.2.A.2</p>		<p>Where are your Bi-ceps? Where are your abdominals?</p>	<p>Demonstrate rhythm, tempo, beat, and musical style. For Example: Fast/slow, repetitive pattern, strong/light.</p>		
<p>HPE. 2.6.2.A.3</p>		<p>What is tempo? Why is it important to work as a team? What is the importance of</p>	<p>Demonstrate and explain the use of terminology for basic motor skills. For Example: Flash Circle, and 1 (hopping), 2 (jumping), Switch (skipping)</p> <p>Team Sports: Participate in lead-up sport related games. For Example: Line Basketball, Beach Volleyball.</p> <p>Individual Sports: Participate in activities that foster individual movement skills. For Example: Ring toss, horseshoe pitching, bowling, and dance.</p> <p>Strategy: Use competitive and cooperation strategies: For Example: Apply various strategies and relate this knowledge to</p>		

		<p>individual sports?</p> <p>What are you trying to accomplish on offense?</p> <p>What is your main goal on defense?</p> <p>What is safety?</p> <p>What are good safety rules?</p> <p>What is sportsmanship?</p>	<p>facilitate effective team plan, and learning to work together for a common goal.</p> <p>Understand offense as the team trying to score and defense as the team trying to keep you from scoring.</p> <p>Sportsmanship, Rules, and Safety:</p> <p>Demonstrate and explain positive feeling toward safety in physical education. For Example: Roles and routines clearly established and safety precautions mentioned during each lesson.</p> <p>Discuss positive attitudes and behaviors toward self and others in physical education. For Example: Understanding the definition of sportsmanship.</p> <p>Discuss the value and the importance of maintaining physical fitness on a regular basis. For Example: Students will have an understanding of why it is important to remain active for a lifetime.</p>		
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		<p>Why is sportsmanship important?</p> <p>How does one's mental attitude affect performance?</p> <p>How many days a week should you be active?</p> <p>Why is it important to remain in your own space?</p> <p>Why should you follow directions related to movement?</p> <p>Before Activity: Is your heart beating fast or slow?</p> <p>During Activity: What change do you notice to your heart/lungs?</p> <p>After Activity: Can you feel</p>	<p>Sports Psychology: Discuss and describe strategies to facilitate effective play. For Example: Self space, following directions, following safety guidelines.</p> <p>Fitness: Recognize body responses related to physical activity such as sweating, heart rate, heavy breathing. For Example: Use of your hand to show how your heart is beating. Use of your hand to feel your chest rise and fall as you breathe in and out. Pre and post assessment so students recognize the change.</p> <p>Training: Discuss the benefits of exercise and general wellness. Understand the value of physical activity for promoting mental and physical well-being. A healthy body promotes a healthy mind.</p>		
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		<p>your heart begin to slow or cool down?</p> <p>How can fitness keep me healthy?</p> <p>How does being healthy help your mind?</p> <p>What does target heart rate mean?</p> <p>What is fitness?</p> <p>How do you perform a sit-up/push-up?</p>	<p>Assessing Fitness: Understand the concept of heart rate. Identify body parts and bodily changes (breathing and heart beat)</p> <p>Fitness Goals: Self-monitor physical growth and development by the use of Student Skill Charts. Engage in fitness components: Strength-push-ups and sit-ups Flexibility- letter V and sit and reach Speed and Agility- Changing direction and stopping/starting Endurance- pacing yourself and the difference between a jog and a run.</p>		
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		What does endurance mean?			
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<p>Content Area Unit Name</p> <p>ELEMENTARY K to 2 PE & HEALTH</p>	<p>Physical Education and Health</p>
<p>Interdisciplinary Connections</p>	<p>Featured <i>interdisciplinary</i> lessons:</p> <ul style="list-style-type: none"> ● Dramatize self-care practices that support wellness, such as brushing and flossing teeth, washing hands, and wearing appropriate attire for weather and sports. ● Identify ways to prevent injuries, including seat belts and child safety seats in motor vehicles, protective gear (bike and pedestrian safety), and fire, bus and traffic safety procedures. ● Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, on the Internet and in the community. ● Describe health and fitness services provided in the school and community. <p>Interdisciplinary lessons include:</p> <p><i>SCIENCE: LS1A Structure & Function</i> 2.3A Medicine 2.3B Alcohol, Tobacco & Other Drugs</p> <p><i>SCIENCE: LS1B Growth & Development of Organisms</i> 2.1A Personal Growth & Development 2.1C Disease 2.2E Health Services 2.3A Medicine 2.3B Alcohol, Tobacco & Other Drugs 2.4B Sexuality 2.4C Pregnancy & Parenting</p> <p><i>SCIENCE: LS1C Organization for Matter & Energy Flow in Organisms</i> 2.1B Nutrition</p> <p><i>SOCIAL STUDIES:</i> Similar connections may be made between social studies content areas and the following areas of content such as interpersonal communication skills, social, health services and relationships:</p>

6.3.4.A.1: Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.A.2: Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3: Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.D.1: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

LANGUAGE ARTS LITERACY:

NJSLS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.8

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCSS.ELA-LITERACY.CCRA.W.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.MATH PRACTICES1 and 2

Make sense of problems and reason abstractly during physical education classes and health data analysis goal setting.

Curriculum Addendum: Physical Education & Comprehensive Health

	<p>WIDA English Language Development Standard 1 English language learners communicate for social and instructional purposes within the school setting.</p>
<p>Core Instructional Materials including digital tools</p>	<p>Each teacher shall utilize, where possible, research based instructional materials that allow for student access to the practicing of healthy behaviors and goal setting; allows them to engage in a physically active environment; access to health resources with current information both online and in print; allows for the practicing of skills including problem solving, conflict resolution, cross-cultural communication, and negotiation; advocated for family, safety, and wellness issues. On-line resources and websites are infused within the curriculum map.</p> <p>Textbook: <u>Health & Wellness</u> Macmillian/McGraw-Hill Grade 4</p> <p>Various websites, articles and activities are included in the curriculum map by grade level</p>
<p>21st Century Themes and Skills</p>	<p>As part of their regular instruction, teachers will be sure to integrate the following standards and skills:</p> <p>9.2.4. A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2: Identify various life roles and civic and work-related activities in the schools, home, and community.</p> <p>9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health (and financial) well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 8. Utilize critical thinking to make sure of problems and persevere in solving them.</p>

Curriculum Addendum: Physical Education & Comprehensive Health

	CRP 9. Model integrity, ethical leadership, and effective management.
<p>8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>As teaching, learning, and curriculum across New Jersey evolves to better meet student needs, when addressing Physical Education & Health topics, teachers are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice as part of regular instruction:</p> <p>8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.5: Understand appropriate uses for social media and the negative consequences of misuse.</p> <p>8.2.2.B.1: Identify how technology impacts or improves life.</p>
<p>Pacing Guide</p>	<p>The Comprehensive Health and Physical Education curriculum is taught over the school year, covering the content areas of Wellness, Integrated Skills, Drugs and Medicine, Human Relationships, Motor Skills and Fitness.</p> <p>Pacing Guides are included in the curriculum map by grade band/grade level.</p> <p>The following are the units implemented:</p> <ol style="list-style-type: none"> 1. Basic Movement Skills/Concepts/Fine and Gross Motor Skills 2. Team Sports 3. Individual Sports 4. Fitness and Physical Activity/Core Strength and Fitness Training 5. Team Building/Problem Solving
<p>Assessments</p>	<p>According to the Comprehensive Health & Physical Education standards, the objectives of <i>health literacy</i> include the following:</p> <p>Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.</p> <p>Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.</p>

	<p>Using available information to make appropriate health-related decisions.</p> <p>Establishing and monitoring personal and family health goals.</p> <p>Understanding national and international public health and safety issues.</p> <p>Assessments are developed to monitor student progress related to these objectives throughout unit.</p>
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Differentiation/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p>Teachers differentiate learning for high achieving students by providing a <i>specialized setting</i> in each district for students identified as eligible for Gifted and Talented <i>services</i> through a Screening/Identification Process.</p> <p>During the development process, <i>appropriate standards</i> are referenced from the NJSLs, and the National Association for Gifted Children's Gifted Program Standards Pre-K - Grade 12.</p> <p>Based upon a student's ability, the teacher can adjust instruction, content, and environment based upon a student's interest, ability, and learning profile. Needs assessments should be used to modify and differentiate instruction and assessment for these students.</p>	<p>In general, ELL students have the following accommodations:</p> <ul style="list-style-type: none"> Pre-teaching vocabulary and beginners skills Use of a bilingual dictionary during class and during assessments Extended time (time-and-a-half) for all assessments Word banks for tests and quizzes Access to teacher-created notes Use of TPR (Total Physical Response) linked to physical actions which are designed to 	<p>Special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within the East Rutherford School District programs include but are not limited to: In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement. All modifications are stated specifically in a student's Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.</p> <p>The East Rutherford School employs an Occupational Therapist and contracts a Physical Therapist from the</p>	<p>At risk students are identified through the Intervention and Referral Services process. The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The I&RS provides assistance in understanding the pupil's problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem.</p>

Curriculum Addendum: Physical Education & Comprehensive Health

<p>Adjusting the pace of the lesson</p> <p>Curriculum compacting</p> <p>Student-driven Instruction</p>	<p>reinforce comprehension of particular basic skills.</p>	<p>SBJC who work with the Physical Education teachers to modify the curriculum to address the goals and objectives of the IEP.</p> <p>Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team.</p>	
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