

## Deal School Curriculum

### Grade K - 2 Comprehensive Health and Physical Education – Fitness and Nutrition

#### Desired Outcomes

**2.2.2.PF.1:** Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

**2.2.2.PF.2:** Explore how to move different body parts in a controlled manner.

**2.2.2.PF.3:** Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

**2.2.2.PF.4:** Demonstrate strategies and skills that enable team and group members to achieve goals.

**2.2.2.LF.1:** Express one's 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.

**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.

#### Enduring Understandings

- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.

#### Essential Questions

- What is the recommended amount of exercise I can do to stay physically fit?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?
- What's the difference between eating healthy and eating unhealthy?
- What are the different types of foods and their food groups?

<ul style="list-style-type: none"> <li>• Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.</li> </ul>	
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>• Appropriate types and amounts of physical activity enhance personal health.</li> <li>• How to make nutritious food choices that promote healthy eating habits and wellness.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> <li>• Explore different types of foods, explain why some foods are healthier than others, and differentiate between healthy and unhealthy eating habits.</li> </ul>

### Suggested Learning Plan

5 minute stretches, warm-up/get changed  
5-8 minutes of class discussion, go over what we will accomplish for the day  
5 minute mini lesson on activity/skill  
20 minutes for main activity for the day  
5 minutes for closure and small exit slip or assessment

#### **Supplemental Recess Lesson Plan**

[https://docs.google.com/document/d/e/2PACX-1vSFuEGS4j8Frmc8k2cWYrXkl545jZUCzXORyEOnud6nesV0T3Gzgh\\_1ECtDR1uXLax6dGcESTPtisRg/pub](https://docs.google.com/document/d/e/2PACX-1vSFuEGS4j8Frmc8k2cWYrXkl545jZUCzXORyEOnud6nesV0T3Gzgh_1ECtDR1uXLax6dGcESTPtisRg/pub)

### Suggested Learning Resources

Burk "Station Games" Book  
Giles-Brown "Physical Education Assessment Toolkit" Book  
NASPE "Physical Best Activity Guide" Book  
Dieden "Games to Keep Kids Moving!" Book  
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<https://www.myplate.gov/>  
[www.brainpopjr.com](http://www.brainpopjr.com)  
<https://teachingsexualhealth.ca/>

<https://3rs.org/>

### Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vQpxMic3XpjYcaEy751hP73uhmcdoYjDC3E2MUuKSbiqJdvqC7Nmzy8REKe4SHAHCOEKDCxYpjOUtXI/pub>

### 21<sup>st</sup> Century Themes and Skills

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

### Career Ready Practices

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

### Interdisciplinary Connections/Cross Curricular Opportunities

#### Science

1.2-4.2.1.DCI-3 Before beginning to design a solution it is important to clearly understand the problem.

1.2-1.1.2.CC-2 Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.

#### English Language Arts

3.9.K.1.NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

3.9.K.1.NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization punctuation and spelling when writing

#### Math

4.4.2.F.1 Measure the length of an object by selecting and using appropriate tools such as rulers yardsticks meter sticks and measuring tapes

4.4.2.F.3 Estimate lengths using units of inches, feet, centimeters and meters.

4.4.2.H.7 Tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.

### Integration of Technology

- **8.1.2.A.1:** Identify the basic features of a digital device and explain its purpose.
- **8.1.2.E.1:** Use digital tools and online resources to explore a problem or issue.
- **8.1.2.B.1:** Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

## Accommodations and Modifications

### **Gifted and Talented**

- Use of higher level questioning techniques
- Allow gifted students to assume some responsibilities of the facilitator (give feedback on movements, guide movements, repeat cues if needed)

### **English Language Learners**

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

### **Students with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Preferential Seating
- Small group instruction
- Provide students with visuals or movement to vocabulary words
- Guided notes can be provided

### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided
- Assessments will be modified as necessary.

## Assessments Evidence

### **Formative**

Check lists  
Think Pair Share checklists  
Station Work  
Exit Slips  
Teacher Observation  
Small Worksheets  
Reflections  
Small Quizzes

### **Summative**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

**Alternative**

Dance Steps

Story Telling

Drawing Pictures

Video Making

**Deal School Curriculum****Grade K - 2 Comprehensive Health and Physical Education – Human Relationships****Desired Outcomes****2.1.2.PP.1:** Define reproduction.**2.1.2.PP.2:** Explain the ways in which parents may care for their offspring**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.**Enduring Understandings**

- Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.
- Reliable personal and professional resources are available to assist with relationship problems.
- Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.

**Essential Questions**

- How do we learn to understand and respect diversity in relationships?
- Compare and contrast the physical differences and similarities of the genders.
- What are the roles and responsibilities of different family members?
- What are the factors that contribute to healthy relationships?

<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● The family unit encompasses the diversity of family forms in contemporary society.</li> <li>● Gender-specific similarities and differences exist between males and females.</li> <li>● The health of the birth mother impacts the development of the fetus.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast different kinds of families locally and globally.</li> <li>● Distinguish the roles and responsibilities of different family members.</li> <li>● Determine the factors that contribute to healthy relationships.</li> <li>● Compare and contrast the physical differences and similarities of the genders.</li> <li>● Explain the factors that contribute to a mother having a healthy baby.</li> </ul>
<b>Suggested Learning Plan</b>	
<p>5 minutes of review from previous class and any questions students may have  10 minutes going over what we will be talking about for the day/ topic of discussion  5 minutes think pair share  5 minutes question/answer session with teacher  10 minutes activity or culminating assessment  5 minute closing and closing statements/questions</p>	
<b>Suggested Learning Resources</b>	
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<b>Pacing Guide</b>	
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<b>21<sup>st</sup> Century Themes and Skills</b>	
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### Career Ready Practices

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### Interdisciplinary Connections/Cross Curricular Opportunities

#### Science

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 Class Projects  
 Journals  
 Skill Labs  
 Fitness Logs

**Alternative**

Dance Steps  
 Story Telling  
 Drawing Pictures  
 Video Making



<b>Deal School Curriculum</b>	
<b>Grade K - 2 Comprehensive Health and Physical Education – Community Health</b>	
<b>Desired Outcomes</b>	
<p><b>2.1.2.CHSS.1:</b> Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p><b>2.1.2.CHSS.2:</b> Determine where to access home, school and community health professionals.</p> <p><b>2.1.2.CHSS.3:</b> Demonstrate how to dial and text 911 in case of an emergency.</p> <p><b>2.1.2.CHSS.4:</b> Describe how climate change affects the health of individuals, plants and animals.</p> <p><b>2.1.2.CHSS.5:</b> Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p><b>2.1.2.CHSS.6:</b> Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. How to access people in the community who help and keep us safe.</li> <li>2. How different Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.</li> </ol>	<ul style="list-style-type: none"> <li>● How to identify community professionals and school personnel who address health emergencies?</li> <li>● How to determine where to access home, school and community health professionals.</li> <li>● How to call 911 in case of an emergency.</li> <li>● How to describe how climate change affects the health of individuals, plants and animals.</li> </ul>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● There are community professionals and school professionals who are there to help in case of emergency.</li> <li>● Where their community health professionals can be located.</li> <li>● Which situations cause them to feel different emotions.</li> </ul>	<ul style="list-style-type: none"> <li>● Express needs, wants, and feelings in health- and safety-related situations.</li> <li>● Determine the benefits for oneself and others of participating in a class or school service activity.</li> <li>● Determine where to access home, school, and community health professionals.</li> </ul>

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### Pacing Guide

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**Summative**

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Class Projects

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Skill Labs

Fitness Logs

**Alternative**

Dance Steps

Story Telling

Drawing Pictures

Video Making

<b>Deal School Curriculum</b>	
<b>Grade K - 2 Comprehensive Health and Physical Education – Motor Skill Development</b>	
<b>Desired Outcomes</b>	
<p><b>2.2.2.MSC.1:</b> Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p><b>2.2.2.MSC.2:</b> Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p><b>2.2.2.MSC.3:</b> Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p><b>2.2.2.MSC.4:</b> Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p><b>2.2.2.MSC.5:</b> Adjust and correct movements and skill in response to feedback.</p> <p><b>2.2.2.MSC.6:</b> Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p><b>2.2.2.MSC.7:</b> Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p><b>2.2.2.MSC.8:</b> Explain the difference between offense and defense.</p>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>● Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> <li>● Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</li> <li>● In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and</li> </ul>	<ul style="list-style-type: none"> <li>● How does effective and appropriate movement affect wellness?</li> <li>● Why do I have to understand concepts of movement when I can already perform the movement?</li> <li>● How does effective and appropriate movement affect wellness?</li> <li>● To what extent does strategy influence performance in competitive games and activities?</li> <li>● Why do I have to show good sportsmanship and follow the rules when others do not?</li> <li>● How can I become more mentally prepared for competition and sports performance?</li> </ul>

<p>commitment to sportsmanship, rules and safety guidelines.</p> <ul style="list-style-type: none"> <li>● Sport psychology techniques prepare athletes to compete at the optimum level.</li> </ul>	
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>● Teamwork consists of effective communication and other interactions between team members.</li> <li>● Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain and perform movement skills with developmentally appropriate control in isolated settings and applied settings.</li> <li>● Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>● Respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>● Correct movement errors in response to feedback.</li> <li>● Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>● Explain the difference between offense and defense.</li> <li>● Determine how attitude impacts physical performance.</li> <li>● Demonstrate strategies that enable team members to achieve goals.</li> <li>● Explain what it means to demonstrate good sportsmanship.</li> <li>● Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.</li> </ul>
<p><b>Suggested Learning Plan</b></p>	
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- Allow gifted students to assume some responsibilities of the facilitator (give feedback on movements, guide movements, repeat cues if needed)

### English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

### Students with IEPs/504s

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Preferential Seating
- Small group instruction
- Provide students with visuals or movement to vocabulary words
- Guided notes can be provided

### At-Risk Learners

- Small group instruction
- Guided notes can be provided
- Assessments will be modified as necessary.

## Assessments Evidence

### Formative

Check lists  
Think Pair Share checklists  
Station Work  
Exit Slips  
Teacher Observation  
Small Worksheets  
Reflections  
Small Quizzes



**Summative**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

**Alternative**

Dance Steps

Story Telling

Drawing Pictures

Video Making

## Deal School Curriculum

### Grade K - 2 Comprehensive Health and Physical Education - Wellness and Safety

#### Desired Outcomes

**2.3.2.PS.1:** Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

**2.3.2.PS.2:** Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

**2.3.2.PS.3:** Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).

**2.3.2.PS.4:** Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

**2.3.2.PS.5:** Define bodily autonomy and personal boundaries.

**2.3.2.PS.6:** Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

**2.3.2.PS.7:** Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

**2.3.2.PS.8:** Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

**2.3.2.HCDM.1:** Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

**2.3.2.HCDM.2:** Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

**2.3.2.HCDM.3:** Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

**2.3.2.ATD.1:** Explain what medicines are, how they are used, and the importance of utilizing medications properly.

**2.3.2.ATD.2:** Identify ways in which drugs, including some medicines, can be harmful.

**2.3.2.ATD.3:** Explain effects of tobacco use on personal hygiene, health, and safety.

**2.3.2.DSDT.1:** Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

**2.3.2.DSDT.2:** Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

**2.1.2.EH.1:** Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.

**2.1.2.EH.2:** Identify what it means to be responsible and list personal responsibilities.

**2.1.2.EH.3:** Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

**2.1.2.EH.4:** Demonstrate strategies for managing one's own emotions, thoughts and behaviors.

**2.1.2.EH.5:** Explain healthy ways of coping with stressful situations.

**2.1.2.PGD.1:** Explore how activity helps all human bodies stay healthy.

**2.1.2.PGD. 2:** Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

**2.1.2.PGD.3:** Explain what being “well” means and identify self-care practices that support wellness.

**2.1.2.PGD.4:** Use correct terminology to identify body parts and explain how body parts work together to support wellness.

**2.1.2.PGD.5:** List medically accurate names for body parts, including the genitals.

<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>● An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>● There are many short and long term health benefits and risks associated with nutritional choices</li> <li>● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>● Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>● What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>● What causes optimal growth and development?</li> <li>● What makes a food healthy?</li> <li>● To what extent can we keep ourselves disease free?</li> <li>● What is the difference between healthy and unhealthy risks?</li> <li>● How can you learn to like yourself and others?</li> </ul>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>● Health-enhancing behaviors contribute to wellness.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain what being “well” means and identify self-care practices</li> </ul>

<ul style="list-style-type: none"> <li>● Choosing a balanced variety of nutritious foods contributes to wellness.</li> <li>● Knowledge about diseases and disease prevention promotes health-enhancing behaviors.</li> <li>● Using personal safety strategies reduces the number of injuries to self and others.</li> <li>● Many factors at home, school, and in the community impact social and emotional health.</li> </ul>	<p>that support wellness.</p> <ul style="list-style-type: none"> <li>● Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> <li>● Explain why some foods are healthier to eat than others.</li> <li>● Explain how foods in the food pyramid differ in nutritional content and value.</li> <li>● Summarize information about food found on product labels.</li> <li>● Summarize symptoms of common diseases and health conditions.</li> <li>● Summarize strategies to prevent the spread of common diseases and health conditions.</li> <li>● Determine how personal feelings can affect one's wellness.</li> <li>● Identify ways to prevent injuries at home, school, and in the community.</li> <li>● Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> <li>● Identify procedures associated with pedestrian, bicycle, and traffic safety.</li> <li>● Identify basic social and emotional needs of all people.</li> <li>● Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</li> <li>● Explain healthy ways of coping with common stressful situations experienced by children.</li> </ul>
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<b>Suggested Learning Plan</b>
<p>5 minutes of review from previous class and any questions students may have  10 minutes going over what we will be talking about for the day/ topic of discussion  5 minutes think pair share  5 minutes question/answer session with teacher  10 minutes activity or culminating assessment</p>

5 minute closing and closing statements/questions

### Suggested Learning Resources

MacMillan/McGraw-Hill "Health and Wellness" Textbooks  
MacMillan/McGraw-Hill "Big Book of Ideas"  
MacMillan/McGraw-Hill "Health Masters"  
Anspaugh/Ezell "Teaching Today's Health" book  
[www.brainpopjr.com](http://www.brainpopjr.com)  
[www.pecentral.org](http://www.pecentral.org)  
<https://sparkpe.org/>  
[www.njahperd.org](http://www.njahperd.org)

### Pacing Guide

[https://docs.google.com/document/d/e/2PACX-1vR1vvKFGmHW\\_N9\\_fL0UjF6Rr9jxehWt5y8xzL7hQYCvw9PseyxLbybbAAD4rIHRtuPbQf7VmJcZyt1n/pub](https://docs.google.com/document/d/e/2PACX-1vR1vvKFGmHW_N9_fL0UjF6Rr9jxehWt5y8xzL7hQYCvw9PseyxLbybbAAD4rIHRtuPbQf7VmJcZyt1n/pub)

### 21<sup>st</sup> Century Themes and Skills

- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.  
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes

### Career Ready Practices

- CRP3. Attend to personal health and financial well-being.  
CRP4. Communicate clearly and effectively and with reason.

### Interdisciplinary Connections/Cross Curricular Opportunities

#### Science

- 1.2-4.2.1.DCI-3 Before beginning to design a solution it is important to clearly understand the problem.  
1.2-1.1.2.CC-2 Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.

#### English Language Arts

- 3.9.K.1.NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking  
3.9.K.1.NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization punctuation and spelling when writing

#### Math

- 4.4.2.F.1 Measure the length of an object by selecting and using appropriate tools such as rulers yardsticks meter sticks and measuring tapes  
4.4.2.F.3 Estimate lengths using units of inches feet centimeters and meters.  
4.4.2.H.7 Tell and write time from analog and digital clocks to the nearest five minutes using a.m. and p.m.

### Integration of Technology

- 8.1.2.A.1:** Identify the basic features of a digital device and explain its purpose.
- 8.1.2.E.1:** Use digital tools and online resources to explore a problem or issue.
- 8.1.2.B.1:** Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

### Accommodations and Modifications

#### **Gifted and Talented**

- Use of higher level questioning techniques
- Allow gifted students to assume some responsibilities of the facilitator (give feedback on movements, guide movements, repeat cues if needed)

#### **English Language Learners**

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

#### **Students with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
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- Preferential Seating
- Small group instruction
- Provide students with visuals or movement to vocabulary words
- Guided notes can be provided

#### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided
- Assessments will be modified as necessary.

### Assessments Evidence

#### **Formative**

Check lists  
Think Pair Share checklists  
Station Work  
Exit Slips  
Teacher Observation  
Small Worksheets  
Reflections  
Small Quizzes

#### **Summative**

End of unit presentations  
Written Tests

Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

**Alternative**

Dance Steps  
Story Telling  
Drawing Pictures  
Video Making

## Annual Pacing Guide

Grade Level: K-2

Subject: Physical Education

September	October	November	December	January
<u>Unit 1</u> -Fundamental Movement and Fitness -Playground and Recess Safety	<u>Unit 2</u> Low Organized Games and Activities	<u>Unit 3</u> Rhythmic Activities and Dance	<u>Unit 4</u> Developmental Activities/Fitness	<u>Unit 4</u> Developmental Activities/Fitness

February	March	April	May	June
<u>Unit 5</u> Ball Handling	<u>Unit 5</u> Ball Handling	<u>Unit 6</u> Individual and Dual Activities	<u>Unit 6</u> Individual and Dual Activities	<u>Unit 7</u> Fitness Testing Unit



Working document.

Update as needed.



## Annual Pacing Guide

Grade Level: K-2

Subject: Health

September	October	November	December	January
<u>Unit 1</u> Personal Growth and Development	<u>Unit 2</u> Social & Emotional Health	<u>Unit 3</u> Communications, Decision Making, & Character Ed.	<u>Unit 4</u> Medicines, Drugs, Addiction	<u>Unit 4</u> Medicines, Drugs, Addiction

February	March	April	May	June
<u>Unit 5</u> Nutrition	<u>Unit 5</u> Nutrition	<u>Unit 6</u> Human Sexuality and Relationship	<u>Unit 7</u> Diseases and Health Conditions	<u>Unit 8</u> Safety



Working document.

Update as needed.

## Deal School Curriculum

### Grades 3 - 5 Comprehensive Health and Physical Education – Fitness and Nutrition

#### Desired Outcomes

Physical Fitness Core Idea Performance Expectations The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.
- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
- 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
- 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

**Enduring Understandings**

**Essential Questions**

<ul style="list-style-type: none"> <li>● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>● Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.</li> <li>● Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.</li> <li>● Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.</li> <li>● Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.</li> </ul>	<ul style="list-style-type: none"> <li>● What is the minimum amount of exercise I can do to stay physically fit?</li> <li>● How do I develop an appropriate personal fitness program and find the motivation to commit to it?</li> <li>● How do you realize age-appropriate fitness?</li> </ul>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</li> <li>● Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>● Develop a health-related fitness goal and track progress using health/fitness indicators.</li> <li>● Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.</li> </ul>
<p><b>Suggested Learning Plan</b></p>	
<p>5 minute stretches, warm-up/get changed  5-8 minutes of class discussion, go over what we will accomplish for the day  5 minute mini lesson on activity/skill  20 minutes for main activity for the day  5 minutes for closure and small exit slip or assessment</p>	

## Supplemental Recess Lesson Plan

[https://docs.google.com/document/d/e/2PACX-1vSFuEGS4I8Frmc8k2cWYrXkl545jZUCzXORyEOnud6nesV0T3Gzgh\\_1ECtDR1uXLax6dGcESTPtisRg/pub](https://docs.google.com/document/d/e/2PACX-1vSFuEGS4I8Frmc8k2cWYrXkl545jZUCzXORyEOnud6nesV0T3Gzgh_1ECtDR1uXLax6dGcESTPtisRg/pub)

### Suggested Learning Resources

Burk "Station Games" Book  
Giles-Brown "Physical Education Assessment Toolkit" Book  
NASPE "Physical Best Activity Guide" Book  
Dieden "Games to Keep Kids Moving!" Book  
Mohnsen "Teaching Middle School Physical Education" Book  
Bennett/Riemer "Rhythmic Activities and Dance" Book  
[www.pecentral.org](http://www.pecentral.org)  
<https://sparkpe.org/>  
[www.njahperd.org](http://www.njahperd.org)  
[www.brainpop.com](http://www.brainpop.com)  
[www.everfi.com](http://www.everfi.com)

### Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vTOW0xjT8GobXNeQYW0vWXhn8iXI2LpgYXtOjiH5la4LLh6yb8Do3t8MeBs-jXqlbCMDkkBX3iOUXee/pub>

### 21<sup>st</sup> Century Themes and Skills

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### Integration of Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

### Interdisciplinary Connections

#### Science

1.4-1.4.1.CC-1 Energy can be transferred in various ways and between objects.  
1.4-1.4.1.DCI-1 The faster a given object is moving the more energy it possesses.  
1.4-1.4.4.CC-4 Science affects everyday life.

#### Math

4.5.4.D.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.  
Identify line-symmetric figures and draw lines of symmetry.

#### English Language Arts

3.1.K.3.NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### Career Ready Practices

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

### Accommodations and Modifications

#### Gifted and Talented

- Use of higher level questioning techniques
- Allow gifted students to assume some responsibilities of the facilitator (give feedback on movements, guide movements, repeat cues if needed)

#### English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

#### Students with IEPs/504s

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- Establish procedures for accommodations and modifications for assessments as per IEP/504.
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- Small group instruction
- Provide students with visuals or movement to vocabulary words
- Guided notes can be provided

#### At-Risk Learners

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- Assessments will be modified as necessary.

### Assessment Evidence

#### Formative

Check lists  
Think Pair Share checklists  
Station Work  
Exit Slips  
Teacher Observation  
Small Worksheets  
Reflections  
Small Quizzes

**Summative**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

**Alternative**

Dance Steps

Story Telling

Drawing Pictures

Video Making

<b>Deal School Curriculum</b>	
<b>Grades 3 - 5 Comprehensive Health and Physical Education – Human Relationships</b>	
<b>Desired Outcomes</b>	
<ul style="list-style-type: none"> <li>• 2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction.</li> <li>• 2.1.5.PP.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</li> <li>• 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</li> <li>• 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</li> <li>• 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Family members impact the development of their children physically, socially and emotionally.</li> <li>• 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>• 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> <li>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>• 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.</li> <li>● Reliable personal and professional resources are available to assist with relationship problems.</li> <li>● Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.</li> </ul>	<ul style="list-style-type: none"> <li>● How do we learn to understand and respect diversity in relationships?</li> <li>● How do we know when a relationship is not worth saving?</li> </ul>
<b>Learners will know...</b>	<b>Learners will be able to....</b>

<ul style="list-style-type: none"> <li>• The family unit encompasses the diversity of family forms in contemporary society.</li> <li>• Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.</li> <li>• Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</li> <li>• The health of the birth mother impacts the development of the fetus.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.</li> <li>• Explain why healthy relationships are fostered in some families and not in others.</li> <li>• Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</li> <li>• Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.</li> <li>• Relate the health of the birth mother to the development of a healthy fetus.</li> </ul>
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**Suggested Learning Plan**

5 minutes to review from previous class  
 10 minute mini lesson on discussion of topic for the day  
 5 minutes think pair share or group share  
 5 minutes on question/answer session with teacher/peers  
 10-15 minutes to work on activity/assessment/assignment for the day  
 5 minutes for closure/closing statements, questions

**Suggested Learning Resources**

MacMillan/McGraw-Hill "Health and Wellness" Textbooks  
 Anspaugh/Ezell "Teaching Today's Health" Book  
 Herod "Discovering Me" Book  
[www.pecentral.org](http://www.pecentral.org)  
<https://sparkpe.org/>  
[www.njahperd.org](http://www.njahperd.org)  
[www.brainpop.com](http://www.brainpop.com)  
[www.everfi.com](http://www.everfi.com)

**Pacing Guide**

<https://docs.google.com/document/d/e/2PACX-1vSTscBqKzlUrFOj0IK5mVXC5YCVRVt7tDbLmk42tc9aaaQG0nYVD-U-swRgXG-ImM4Ubc-vwx4zsZ4c/pub>



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CRP9. Model integrity, ethical leadership and effective management.  
CRP12. Work productively in teams while using cultural global competence.

### Accommodations and Modifications

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- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

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- Preferential Seating
- Small group instruction

- Provide students with visuals or movement to vocabulary words
- Guided notes can be provided

**At-Risk Learners**

- Small group instruction
- Guided notes can be provided
- Assessments will be modified as necessary.

*Assessment Evidence*

**Formative**

Check lists  
Think Pair Share checklists  
Station Work  
Exit Slips  
Teacher Observation  
Small Worksheets  
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Small Quizzes

**Summative**

End of unit presentations  
Written Tests  
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Skill Labs  
Fitness Logs

**Alternative**

Dance Steps  
Story Telling  
Drawing Pictures  
Video Making

<b>Deal School Curriculum</b>	
<b>Grades 3 - 5 Comprehensive Health and Physical Education – 2. 1 Emotional Health and Community Health Services and Support</b>	
<b>Desired Outcomes</b>	
<ul style="list-style-type: none"> <li>• 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>• 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>• 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> <li>• 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance</li> <li>• 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li> <li>• 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</li> <li>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ol style="list-style-type: none"> <li>1. Making good health decisions requires the ability to access and evaluate reliable resources.</li> <li>2. Effective communication skills enhance a person’s ability to express and defend their beliefs.</li> <li>3. Decision-making can be affected by a variety of influences that may not be in a person’s best interest. Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</li> <li>4. Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community</li> </ol>	<ul style="list-style-type: none"> <li>● How do you know whether or not health information is accurate?</li> <li>● How do I learn to stand for and communicate my beliefs to others without alienating them?</li> <li>● Why might educated people make poor health decisions?</li> <li>● How do I overcome negative influences when making decisions about my personal health?</li> <li>● In order to achieve lifetime wellness, what should I plan for and what should I just let happen?</li> <li>● How are character and health related? What aspects of our character can be changed?</li> </ul>

<p>service.</p> <p>5. Character is who you are when no one is looking.</p> <p>6. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</p>	<ul style="list-style-type: none"> <li>● To what extent do outside influences shape values?</li> <li>● How can you inspire others to address health issues?</li> <li>● Where do I go to access information about good health and fitness services?</li> </ul>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Effective communication may be a determining factor in the outcome of health- and safety-related situations.</li> <li>● Many health-related situations require the application of a thoughtful decision-making process.</li> <li>● Personal core ethical values impact the health of oneself and others.</li> <li>● Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</li> <li>● Service projects provide an opportunity to have a positive impact on the lives of self and others.</li>   <li>● Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate effective interpersonal communication in health- and safety-related situations.</li> <li>● Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</li> <li>● Use the decision-making process when addressing health-related issues.</li> <li>● Differentiate between situations when a health-related decision should be made independently or with the help of others.</li> <li>● Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</li> <li>● Develop a personal health goal and track progress.</li> <li>● Determine how an individual's character develops over time and impacts personal health.</li> <li>● Explain why core ethical values are important in the local and world community.</li> <li>● Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</li> <li>● Explain the impact of participation in different kinds of service projects on community</li> </ul>

- wellness.
- Determine where to access home, school, and community health professionals.

### Suggested Learning Plan

5 minutes to review from previous class  
 10 minute mini lesson on discussion of topic for the day  
 5 minutes think pair share or group share  
 5 minutes on question/answer session with teacher/peers  
 10-15 minutes to work on activity/assessment/assignment for the day  
 5 minutes for closure/closing statements, questions

### Suggested Learning Resources

MacMillan/McGraw-Hill "Health and Wellness" Textbooks  
 Anspaugh/Ezell "Teaching Today's Health" Book  
 Herod "Discovering Me" Book  
[www.brainpop.com](http://www.brainpop.com)  
[www.everfi.com](http://www.everfi.com)

### Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vSTscBqKzUrFOj0IK5mVXC5YCVRVt7tDbLmk42tc9aaaQG0nYVD-U-swRgXG-ImM4Ubc-vwx4zsZ4c/pub>

### 21<sup>st</sup> Century Themes and Skills

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### Integration of Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

### Interdisciplinary Connections

#### Science

- 1.4-1.4.1.CC-1 Energy can be transferred in various ways and between objects.
- 1.4-1.4.1.DCI-1 The faster a given object is moving the more energy it possesses.
- 1.4-1.4.4.CC-4 Science affects everyday life.

#### Math

4.5.4.D.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

#### English Language Arts

3.1.K.3.NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### Career Ready Practices

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP12. Work productively in teams while using cultural global competence.

### Accommodations and Modifications

#### Gifted and Talented

- Use of higher level questioning techniques
- Allow gifted students to assume some responsibilities of the facilitator (give feedback on movements, guide movements, repeat cues if needed)

#### English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

#### Students with IEPs/504s

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Preferential Seating
- Small group instruction
- Provide students with visuals or movement to vocabulary words
- Guided notes can be provided

#### At-Risk Learners

- Small group instruction
- Guided notes can be provided
- Assessments will be modified as necessary.

### Assessment Evidence

#### Formative

Check lists  
Think Pair Share checklists  
Station Work  
Exit Slips  
Teacher Observation  
Small Worksheets  
Reflections  
Small Quizzes

**Summative**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

**Alternative**

Dance Steps

Story Telling

Drawing Pictures

Video Making

## Deal School Curriculum

### Grades 3 - 5 Comprehensive Health and Physical Education – 2.2 Motor Skill Development

#### Desired Outcomes

- 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).
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.
- 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.
- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

#### Enduring Understandings

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

#### Essential Questions

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- How does effective and appropriate movement affect wellness?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?



<ul style="list-style-type: none"> <li>● In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</li> </ul> <p>1. Sport psychology techniques prepare athletes to compete at the optimum level.</p>	<ul style="list-style-type: none"> <li>● How can I become more mentally prepared for competition and sports performance?</li> </ul>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>● Ongoing feedback impacts improvement and effectiveness of movement actions.</li> <li>● Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</li> <li>● Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain and perform essential elements of movement skills in both isolated settings and applied settings.</li> <li>● Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</li> <li>● Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● Correct movement errors in response to feedback and explain how the change improves performance.</li> <li>● Explain and demonstrate the use of basic offensive and defensive strategies.</li> <li>● Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</li> <li>● Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</li> <li>● Apply specific rules and procedures during physical activity and explain how they contribute to a safe active</li> </ul>

environment.

### Suggested Learning Plan

5 minute stretches, warm-up/get changed  
5-8 minutes of class discussion, go over what we will accomplish for the day  
5 minute mini lesson on activity/skill  
20 minutes for main activity for the day  
5 minutes for closure and small exit slip or assessment

### Supplemental Recess Lesson Plan

[https://docs.google.com/document/d/e/2PACX-1vSFuEGS4j8Frmc8k2cWYrXkl545jZUCzXORyEOnud6nesV0T3Gzgh\\_1ECtDR1uXLax6dGcESTPtisRg/pub](https://docs.google.com/document/d/e/2PACX-1vSFuEGS4j8Frmc8k2cWYrXkl545jZUCzXORyEOnud6nesV0T3Gzgh_1ECtDR1uXLax6dGcESTPtisRg/pub)

### Suggested Learning Resources

Burk "Station Games" Book  
Giles-Brown "Physical Education Assessment Toolkit" Book  
NASPE "Physical Best Activity Guide" Book  
Dieden "Games to Keep Kids Moving!" Book  
Mohnsen "Teaching Middle School Physical Education" Book  
Bennett/Riemer "Rhythmic Activities and Dance" Book  
[www.brainpop.com](http://www.brainpop.com)  
[www.everfi.com](http://www.everfi.com)

### Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vT0wOxjT8GobXNeQYW0vWXhn8iXI2LpgYXtOjiH5la4LLh6yb8Do3t8MeBs-jXqlbCMDkkBX3iOUXee/pub>

### 21<sup>st</sup> Century Themes and Skills

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

### Integration of Technology

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems. Select and use applications effectively and productively. 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

### Interdisciplinary Connections

#### Science

1.4-1.4.1.CC-1 Energy can be transferred in various ways and between objects.  
1.4-1.4.1.DCI-1 The faster a given object is moving the more energy it possesses.  
1.4-1.4.4.CC-4 Science affects everyday life.

#### Math

4.5.4.D.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts.  
Identify line-symmetric figures and draw lines of symmetry.

### **English Language Arts**

3.1.K.3.NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

### **Career Ready Practices**

CRP3. Attend to personal health and financial well-being.  
CRP4. Communicate clearly and effectively and with reason.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP12. Work productively in teams while using cultural global competence.

### **Accommodations and Modifications**

#### **Gifted and Talented**

- Use of higher level questioning techniques
- Allow gifted students to assume some responsibilities of the facilitator (give feedback on movements, guide movements, repeat cues if needed)

#### **English Language Learners**

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

#### **Students with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Preferential Seating
- Small group instruction
- Provide students with visuals or movement to vocabulary words
- Guided notes can be provided

#### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided
- Assessments will be modified as necessary.

### **Assessment Evidence**

#### **Formative**

Check lists  
Think Pair Share checklists  
Station Work  
Exit Slips  
Teacher Observation  
Small Worksheets

Reflections  
Small Quizzes

**Summative**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

**Alternative**

Dance Steps  
Story Telling  
Drawing Pictures  
Video Making

## Deal School Curriculum

### Grades 3 - 5 Comprehensive Health and Physical Education - 2.1 Wellness

#### Desired Outcomes

2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

- 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

• 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

• 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

• 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

• 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)

• 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

• 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.

2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

<p>2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.</p> <ul style="list-style-type: none"> <li>• 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>• 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</li> </ul> <p>2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</p> <ul style="list-style-type: none"> <li>• 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</li> </ul>	
<b>Enduring Understandings</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>• Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>• An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>• There are many short and long term health benefits and risks associated with nutritional choices</li> <li>• Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> </ul> <p>2. Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.</p>	<ul style="list-style-type: none"> <li>• What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>• What causes optimal growth and development?</li> <li>• What makes a food healthy?</li> <li>• To what extent can we keep ourselves disease free?</li> <li>• What is the difference between healthy and unhealthy risks?</li> <li>• How can you learn to like yourself and others?</li> </ul>
<b>Learners will know...</b>	<b>Learners will be able to....</b>
<ul style="list-style-type: none"> <li>• The dimensions of wellness are interrelated and impact overall personal well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>• Determine the relationship of</li> </ul>

<ul style="list-style-type: none"> <li>● Choosing a balanced variety of nutritious foods contributes to wellness.</li> <li>● The use of disease prevention strategies in home, school, and community promotes personal health.</li> <li>● Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</li> <li>● Applying first-aid procedures can minimize injury and save lives.</li> <li>● Many factors at home, school, and in the community impact social and emotional health.</li> <li>● Stress management skills impact an individual's ability to cope with different types of emotional situations.</li> </ul>	<p>personal health practices and behaviors on an individual's body systems.</p> <ul style="list-style-type: none"> <li>● Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>● Differentiate between healthy and unhealthy eating practices.</li> <li>● Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>● Interpret food product labels based on nutritional content.</li> <li>● Explain how most diseases and health conditions are preventable.</li> <li>● Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</li> <li>● Explain how mental health impacts one's wellness.</li> <li>● Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</li> <li>● Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</li> <li>● Compare and contrast how individuals and families attempt to address basic human needs.</li> <li>● Distinguish among violence, harassment, gang violence, discrimination, and bullying and</li> </ul>
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	<p>demonstrate strategies to prevent and resolve these types of conflicts.</p> <ul style="list-style-type: none"> <li>• Determine ways to cope with rejection, loss, and separation.</li> <li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li> </ul>
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**Suggested Learning Plan**

5 minutes to review from previous class  
 10 minute mini lesson on discussion of topic for the day  
 5 minutes think pair share or group share  
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**Pacing Guide**

<https://docs.google.com/document/d/e/2PACX-1vSTscBqKzUrFOj0IK5mVXC5YCVRVt7tDbLmk42tc9aaaQG0nYVD-U-swRgXG-ImM4Ubc-vwx4zsZ4c/pub>

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#### **Gifted and Talented**

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- Allow gifted students to assume some responsibilities of the facilitator (give feedback on movements, guide movements, repeat cues if needed)

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- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

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- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Preferential Seating
- Small group instruction
- Provide students with visuals or movement to vocabulary words
- Guided notes can be provided

#### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided
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### **Assessment Evidence**

#### **Formative**

Check lists  
Think Pair Share checklists  
Station Work  
Exit Slips  
Teacher Observation  
Small Worksheets

Reflections  
Small Quizzes

**Summative**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

**Alternative**

Dance Steps  
Story Telling  
Drawing Pictures  
Video Making

- 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
- 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.
- 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

## Annual Pacing Guide

Grade Level: 3-4

Subject: Physical Education

September	October	November	December	January
<u>Unit 1</u> -Fundamental Movement and Fitness -Playground and Recess Safety	<u>Unit 2</u> Low Organized Games and Activities	<u>Unit 3</u> Rhythmic Activities and Dance	<u>Unit 4</u> Developmental Activities/Fitness	<u>Unit 4</u> Developmental Activities/Fitness

February	March	April	May	June
<u>Unit 5</u> Ball Handling	<u>Unit 5</u> Ball Handling	<u>Unit 6</u> Individual and Dual Activities	<u>Unit 6</u> Individual and Dual Activities	<u>Unit 7</u> Fitness Testing Unit



## Annual Pacing Guide

Grade Level: 5-6

Subject: Health

September	October	November	December	January
<u>Unit 1</u> Personal Growth and Development	<u>Unit 2</u> Nutrition	<u>Unit 3</u> Disease and Health Conditions	<u>Unit 4</u> Social and Emotional Health	<u>Unit 4</u> Social and Emotional Health

February	March	April	May	June
<u>Unit 5</u> Interpersonal Communications	<u>Unit 6</u> Alcohol, Tobacco, and other Drugs	<u>Unit 6</u> Alcohol, Tobacco, and other Drugs	<u>Unit 7</u> Relationships	<u>Unit 8</u> Sexuality

## Deal School Curriculum

### Grades 6 - 8 Comprehensive Health and Physical Education – Fitness and Nutrition

#### Desired Outcomes

**2.2.8.PF.1:** Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

**2.2.8.PF.2:** Recognize and involve others of all ability levels into a physical activity.

**2.2.8.PF.3:** Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).

**2.2.8. PF.4:** Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.

**2.2.8.PF.5:** Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

**2.2.8.LF.1:** Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

**2.2.8.LF.2:** Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

**2.2.8.LF.3:** Explore by leading self and others to experience and participate in different cultures' physical fitness activities.

**2.2.8.LF.4:** Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

**2.2.8.LF.5:** Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

**2.2.8.N.1:** Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

**2.2.8.N.2:** Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.

**2.2.8.N.3:** Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.

**2.2.8.N.4:** Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).

**Enduring Understandings**

**Essential Questions**

<ul style="list-style-type: none"> <li>● Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.</li> <li>● Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort.</li> <li>● Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.</li> <li>● Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.</li> <li>● Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.</li> </ul>	<ul style="list-style-type: none"> <li>● What is the minimum amount of exercise I can do to stay physically fit?</li> <li>● How do I develop an appropriate personal fitness program and find the motivation to commit to it?</li> <li>● How do you realize age-appropriate fitness?</li> </ul>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.</li> </ul>	<ul style="list-style-type: none"> <li>● Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> <li>● Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</li> <li>● Analyze how medical and technological advances impact personal fitness.</li> <li>● Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</li> <li>● Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</li> <li>● Determine the physical, behavioral, legal, and ethical consequences of the use of</li> </ul>

anabolic steroids and other performance-enhancing substances.

**Suggested Learning Plan**

5 minute stretches, warm-up/get changed  
5-8 minutes of class discussion, go over what we will accomplish for the day  
5 minute mini lesson on activity/skill  
20 minutes for main activity for the day  
5 minutes for closure and small exit slip or assessment

**Supplemental Recess Lesson Plan**

[https://docs.google.com/document/d/e/2PACX-1vSFuEGS4J8Frmc8k2cWYrXkl545jZUCzXORyEOnud6nesV0T3Gzgh\\_1ECtDR1uXLax6dGcESTPtisRg/pub](https://docs.google.com/document/d/e/2PACX-1vSFuEGS4J8Frmc8k2cWYrXkl545jZUCzXORyEOnud6nesV0T3Gzgh_1ECtDR1uXLax6dGcESTPtisRg/pub)

**Suggested Learning Resources**

Burk "Station Games" Book  
Giles-Brown "Physical Education Assessment Toolkit" Book  
NASPE "Physical Best Activity Guide" Book  
Dieden "Games to Keep Kids Moving!" Book  
Mohnsen "Teaching Middle School Physical Education" Book  
Bennett/Riemer "Rhythmic Activities and Dance" Book  
[www.pecentral.org](http://www.pecentral.org)  
<https://sparkpe.org/>  
[www.njahperd.org](http://www.njahperd.org)  
[www.brainpop.com](http://www.brainpop.com)  
[www.everfi.com](http://www.everfi.com)  
<https://teachingsexualhealth.ca/>  
<https://3rs.org/>

**LGBTQ + and Disabilities**

<https://www.cdc.gov/lgbthealth/youth-resources.htm>  
<https://amaze.org/>  
<https://www.glsen.org/sexed>

**Pacing Guide**

[https://docs.google.com/document/d/e/2PACX-1vRu-FiKaTef63KvGnaVswACFJ4\\_A4iKd2yT4isCC6lPLXx1Unymcz1KgXHUX9zMewlhXFNzQn3dgxZE/pub](https://docs.google.com/document/d/e/2PACX-1vRu-FiKaTef63KvGnaVswACFJ4_A4iKd2yT4isCC6lPLXx1Unymcz1KgXHUX9zMewlhXFNzQn3dgxZE/pub)

**21<sup>st</sup> Century Themes and Skills**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

### Integration of Technology

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.  
8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results

### Interdisciplinary Connections

#### Science

1.MS-3.8.2.DCI-1 The motion of an object is determined by the sum of the forces acting on it if the total force on the object is not zero its motion will change. The greater the mass of the object the greater the force needed to achieve the same change in motion. For any given object a larger force causes a larger change in motion.

#### English Language Arts

3.9.K.1.NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### Dance

1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances making use of all major muscle groups proper body mechanics body patterning balance and range of motion.

### Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.  
CRP3. Attend to personal health and financial well-being.  
CRP4. Communicate clearly and effectively and with reason.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP12. Work productively in teams while using cultural global competence.

### Accommodations

#### Gifted and Talented

- Use of higher level questioning techniques
- Allow gifted students to assume some responsibilities of the facilitator (give feedback on movements, guide movements, repeat cues if needed)

#### English Language Learners

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

#### Students with IEPs/504s

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Preferential Seating
- Small group instruction
- Provide students with visuals or movement to vocabulary words



- Guided notes can be provided

**At-Risk Learners**

- Small group instruction
- Guided notes can be provided
- Assessments will be modified as necessary.

*Assessment Evidence*

**Formative**

Check lists  
Think Pair Share checklists  
Station Work  
Exit Slips  
Teacher Observation  
Small Worksheets  
Reflections  
Small Quizzes

**Summative**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals  
Skill Labs  
Fitness Logs

**Alternative**

Dance Steps  
Story Telling  
Drawing Pictures  
Video Making

## Deal School Curriculum

### Grades 6 - 8 Comprehensive Health and Physical Education – Human Relationships

#### Desired Outcomes

**2.1.8.SSH.1:** Differentiate between gender identity, gender expression and sexual orientation.

**2.1.8.SSH.2:** Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.

**2.1.8.SSH.3:** Demonstrate communication skills that will support healthy relationships

**2.1.8.SSH.4:** Compare and contrast the characteristics of healthy and unhealthy relationships.

**2.1.8.SSH.5:** Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.

**2.1.8.SSH.6:** Examine how culture influences the way families cope with traumatic situations, crisis, and change.

**2.1.8.SSH.7:** Identify factors that are important in deciding whether and when to engage in sexual behaviors.

**2.1.8.SSH.8:** Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).

**2.1.8.SSH.9:** Define vaginal, oral, and anal sex.

**2.1.8.SSH.10:** Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).

**2.1.8.SSH.11:** Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

#### Enduring Understandings

- Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships.
- Reliable personal and professional resources are available to assist with relationship problems.
- Technological advances continue to provide increased opportunities to develop relationships anytime and anyplace with a worldwide audience.
- External pressures and

#### Essential Questions

- How do we learn to understand and respect diversity in relationships?
- How do we know when a relationship is not worth saving?
- How do you know when the time is right for you to become sexually active?
- Why does the United States have such a high incidence of unintended pregnancies and sexually transmitted infections?
- What determines a person's sexual orientation?

<p>opportunities that present themselves may influence a person to become sexually active.</p> <ul style="list-style-type: none"> <li>● Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process.</li> <li>● There are many additional challenges that confront those who are not heterosexual.</li> <li>● Raising a child requires physical, economic, emotional, social and intellectual commitment.</li> <li>● Prenatal care has a direct impact on the delivery and long-term health of the child.</li> </ul>	<ul style="list-style-type: none"> <li>● How do you know when you are ready to have a child?</li> </ul>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● The values acquired from family, culture, personal experiences, and friends impact all types of relationships.</li> <li>● Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.</li> <li>● Responsible actions regarding sexual behavior impact the health of oneself and others.</li> <li>● Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.</li> <li>● Early detection strategies assist in the prevention and treatment of illness or disease.</li> <li>● Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.</li> </ul>	<ul style="list-style-type: none"> <li>● Predict how changes within a family can impact family members.</li> <li>● Explain how the family unit impacts character development.</li> <li>● Explain when the services of professionals are needed to intervene in relationships.</li> <li>● Differentiate between affection, love, commitment, and sexual attraction.</li> <li>● Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</li> <li>● Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</li> <li>● Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</li> <li>● Determine the benefits of sexual abstinence and develop strategies</li> </ul>

	<p>to resist pressures to become sexually active.</p> <ul style="list-style-type: none"> <li>● Compare and contrast methods of contraception used by adolescents and factors that may influence their use.</li> <li>● Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.</li> <li>● Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.</li> <li>● Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.</li> <li>● Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.</li> <li>● Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.</li> <li>● Determine effective strategies and resources to assist with parenting.</li> <li>● Predict short- and long-term impacts of teen pregnancy.</li> <li>● Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.</li> </ul>
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**Suggested Learning Plan**

- 5 minutes to review from previous class
- 10 minute mini lesson on discussion of topic for the day
- 5 minutes think pair share or group share
- 5 minutes on question/answer session with teacher/peers
- 10-15 minutes to work on activity/assessment/assignment for the day
- 5 minutes for closure/closing statements, questions

**Suggested Learning Resources**

Ansbaugh/Ezell "Teaching Today's Health" Book  
Herod "Discovering Me" Book  
Glencoe "Teen Health" Textbook  
Bruess/Greenberg "Sexuality Education" Book

[www.pecentral.org](http://www.pecentral.org)  
<https://sparkpe.org/>  
[www.njahperd.org](http://www.njahperd.org)  
[www.brainpop.com](http://www.brainpop.com)  
[www.everfi.com](http://www.everfi.com)

### **LGBTQ + and Disabilities**

<https://www.cdc.gov/lgbthealth/youth-resources.htm>  
<https://www.glsen.org/sexed>  
[LGBTQ Lesson Plan](#)

### **Pacing Guide**

[https://docs.google.com/document/d/e/2PACX-1vSM0FYWTmJFTC2RDv5xdpLrfRziAGtI1rXshAOS-H\\_oLdv78XhmqW8XBBlMiyOvoiLwSLPib7MzaazE/pub](https://docs.google.com/document/d/e/2PACX-1vSM0FYWTmJFTC2RDv5xdpLrfRziAGtI1rXshAOS-H_oLdv78XhmqW8XBBlMiyOvoiLwSLPib7MzaazE/pub)

### **21<sup>st</sup> Century Themes and Skills**

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

### **Integration of Technology**

- 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.
- 8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results

### **Interdisciplinary Connections**

#### **Science**

1.MS-3.8.2.DCI-1 The motion of an object is determined by the sum of the forces acting on it if the total force on the object is not zero its motion will change. The greater the mass of the object the greater the force needed to achieve the same change in motion. For any given object a larger force causes a larger change in motion.

#### **English Language Arts**

3.9.K.1.NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

#### **Dance**

1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances making use of all major muscle groups proper body mechanics, body patterning balance and range of motion.

### **Career Ready Practices**

CRP1. Act as a responsible and contributing citizen and employee.  
CRP3. Attend to personal health and financial well-being.  
CRP4. Communicate clearly and effectively and with reason.  
CRP9. Model integrity, ethical leadership and effective management.  
CRP12. Work productively in teams while using cultural global competence.

### Accommodations

#### **Gifted and Talented**

- Use of higher level questioning techniques
- Allow gifted students to assume some responsibilities of the facilitator (give feedback on movements, guide movements, repeat cues if needed)

#### **English Language Learners**

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

#### **Students with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Preferential Seating
- Small group instruction
- Provide students with visuals or movement to vocabulary words
- Guided notes can be provided

#### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided
- Assessments will be modified as necessary.

### Assessment Evidence

#### **Formative**

Check lists  
Think Pair Share checklists  
Station Work  
Exit Slips  
Teacher Observation  
Small Worksheets  
Reflections  
Small Quizzes

#### **Summative**

End of unit presentations  
Written Tests  
Portfolios  
Class Projects  
Journals

Skill Labs  
Fitness Logs

**Alternative**

Dance Steps  
Story Telling  
Drawing Pictures  
Video Making

## Deal School Curriculum

### Grades 6 - 8 Comprehensive Health and Physical Education – Community Health

#### Desired Outcomes

**2.1.8.CHSS.1:** Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

**2.1.8.CHSS.2:** Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.

**2.1.8.CHSS.3:** Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.

**2.1.8.CHSS.4:** Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.

**2.1.8.CHSS.5:** Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

**2.1.8.CHSS.6:** Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

**2.1.8.CHSS.7:** Collaborate with other students to develop a strategy to address health issues related to climate change.

**2.1.8.CHSS.8:** Analyze difficult situations that might lead to feelings of sadness, anxiety and depression and identify individuals, agencies or places in the community where assistance may be available.

#### Enduring Understandings

1. Making good health decisions requires the ability to access and evaluate reliable resources.
2. Effective communication skills enhance a person's ability to express and defend their beliefs.
3. Decision-making can be affected by a variety of influences that may not be in a person's best interest. Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.

#### Essential Questions

- How do you know whether or not health information is accurate?
- How do I learn to stand for and communicate my beliefs to others without alienating them?
- Why might educated people make poor health decisions?
- How do I overcome negative influences when making decisions about my personal health?
- In order to achieve lifetime wellness, what should I plan for



<ol style="list-style-type: none"> <li>4. Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.</li> <li>5. Character is who you are when no one is looking.</li> <li>6. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole.</li> <li>7. There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</li> </ol>	<p>and what should I just let happen?</p> <ul style="list-style-type: none"> <li>● How are character and health related? What aspects of our character can be changed?</li> <li>● To what extent do outside influences shape values?</li> <li>● How can you inspire others to address health issues?</li> <li>● Where do I go to access information about good health and fitness services?</li> </ul>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.</li> <li>● Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</li> <li>● Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</li> <li>● Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.</li> <li>● Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</li> <li>● Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.</li> <li>● Predict social situations that may require the use of decision-making skills.</li> <li>● Justify when individual or collaborative decision-making is appropriate.</li> <li>● Analyze factors that support or hinder the achievement of personal health goals during different life stages.</li> <li>● Analyze strategies to enhance character development in individual, group, and team activities.</li> <li>● Analyze to what extent various cultures have responded effectively to individuals with</li> </ul>

<ul style="list-style-type: none"> <li>• Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.</li> <li>• Potential solutions to health issues are dependent on health literacy and available resources.</li> <li>• Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</li> </ul>	<p>disabilities.</p> <ul style="list-style-type: none"> <li>• Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.</li> <li>• Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.</li> <li>• Defend a position on a health or social issue to activate community awareness and responsiveness.</li> <li>• Evaluate various health products, services, and resources from different sources, including the Internet.</li> <li>• Compare and contrast situations that require support from trusted adults or health professionals.</li> </ul>
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### Suggested Learning Plan

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 Journals  
 Skill Labs  
 Fitness Logs

**Alternative**

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 Story Telling  
 Drawing Pictures  
 Video Making

## Deal School Curriculum

### Grades 6 - 8 Comprehensive Health and Physical Education – Motor Skill Development

#### Desired Outcomes

**2.2.8.MSC.1:** Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

**2.2.8.MSC.2:** Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

**2.2.8.MSC.3:** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

**2.2.8.MSC.4:** Analyze, and correct movements and apply to refine movement skills.

**2.2.8.MSC.5:** Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

**2.2.8.MSC.6:** Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

**2.2.8.MSC.7:** Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

#### Enduring Understandings

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.
- In order for all participants and spectators to experience the maximum benefit from games

#### Essential Questions

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- How does effective and appropriate movement affect wellness?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?

<p>and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.</p> <ul style="list-style-type: none"> <li>• Sport psychology techniques prepare athletes to compete at the optimum level.</li> </ul>	
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>• Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.</li> <li>• Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</li> <li>• Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</li> <li>• Movement activities provide a timeless opportunity to connect with people around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and demonstrate the transition of movement skills from isolated settings into applied settings.</li> <li>• Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style.</li> <li>• Detect, analyze, and correct errors and apply to refine movement skills.</li> <li>• Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</li> <li>• Assess the effectiveness of specific mental strategies applied to improve performance.</li> <li>• Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</li> <li>• Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.</li> <li>• Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small group, and team activities.</li> <li>• Analyze the impact of different world cultures on present-day games, sports, and dance.</li> </ul>
<p><b>Suggested Learning Plan</b></p>	
<p>5 minute stretches, warm-up/get changed</p>	

5-8 minutes of class discussion, go over what we will accomplish for the day  
5 minute mini lesson on activity/skill  
20 minutes for main activity for the day  
5 minutes for closure and small exit slip or assessment

### **Supplemental Recess Lesson Plan**

[https://docs.google.com/document/d/e/2PACX-1vSFuEGS4J8Frmc8k2cWYrXkl545jZUCzXORyEOnud6nesVOT3Gzgh\\_1ECtDR1uXLax6dGcESTPtisRg/pub](https://docs.google.com/document/d/e/2PACX-1vSFuEGS4J8Frmc8k2cWYrXkl545jZUCzXORyEOnud6nesVOT3Gzgh_1ECtDR1uXLax6dGcESTPtisRg/pub)

### **Suggested Learning Resources**

Burk "Station Games" Book  
Giles-Brown "Physical Education Assessment Toolkit" Book  
NASPE "Physical Best Activity Guide" Book  
Dieden "Games to Keep Kids Moving!" Book  
Mohnsen "Teaching Middle School Physical Education" Book  
Bennett/Riemer "Rhythmic Activities and Dance" Book  
[www.pecentral.org](http://www.pecentral.org)  
<https://sparkpe.org/>  
[www.njahperd.org](http://www.njahperd.org)

### **LGBTQ + and Disabilities**

<https://www.cdc.gov/lgbthealth/youth-resources.htm>  
<https://www.glsen.org/sexed>

### **Pacing Guide**

[https://docs.google.com/document/d/e/2PACX-1vRu-FiKaTef63KvGnaVswACFJ4\\_A4iKd2yT4isCC6lPLXx1Unymcz1KgXHUX9zMewlhXFNzQn3dgxZE/pub](https://docs.google.com/document/d/e/2PACX-1vRu-FiKaTef63KvGnaVswACFJ4_A4iKd2yT4isCC6lPLXx1Unymcz1KgXHUX9zMewlhXFNzQn3dgxZE/pub)

### **21<sup>st</sup> Century Themes and Skills**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.  
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

### **Integration of Technology**

8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools.  
8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results

### **Interdisciplinary Connections**

#### **Science**

1.MS-3.8.2.DCI-1 The motion of an object is determined by the sum of the forces acting on it if the total force on the object is not zero its motion will change. The greater the mass of the object the greater the force needed to achieve the same

change in motion. For any given object a larger force causes a larger change in motion.

### **English Language Arts**

3.9.K.1.NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

### **Dance**

1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances making use of all major muscle groups proper body mechanics body patterning balance and range of motion.

### **Career Ready Practices**

CRP1. Act as a responsible and contributing citizen and employee.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP9. Model integrity, ethical leadership and effective management.

CRP12. Work productively in teams while using cultural global competence.

### **Accommodations**

#### **Gifted and Talented**

- Use of higher level questioning techniques
- Allow gifted students to assume some responsibilities of the facilitator (give feedback on movements, guide movements, repeat cues if needed)

#### **English Language Learners**

- Pair visual prompts with verbal presentations.
- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

#### **Students with IEPs/504s**

- Review student individual education plan and/or 504 plan
- Establish procedures for accommodations and modifications for assessments as per IEP/504.
- Modify classroom environment to support academic and physical needs of the students per IEP/504.
- Preferential Seating
- Small group instruction
- Provide students with visuals or movement to vocabulary words
- Guided notes can be provided

#### **At-Risk Learners**

- Small group instruction
- Guided notes can be provided
- Assessments will be modified as necessary.

### **Assessment Evidence**

#### **Formative**

Check lists

Think Pair Share checklists

Station Work

Exit Slips



Teacher Observation

Small Worksheets

Reflections

Small Quizzes

**Summative**

End of unit presentations

Written Tests

Portfolios

Class Projects

Journals

Skill Labs

Fitness Logs

**Alternative**

Dance Steps

Story Telling

Drawing Pictures

Video Making

## Deal School Curriculum

### Grades 6 - 8 Comprehensive Health and Physical Education - Wellness and Safety

#### Desired Outcomes

**2.3.8.PS.1:** Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

**2.3.8.PS.2:** Define sexual consent and sexual agency.

**2.3.8.PS.3:** Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).

**2.3.8.PS.4:** Describe strategies that sex traffickers/exploiters employ to recruit youth.

**2.3.8.PS.5:** Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).

**2.3.8.PS.6:** Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).

**2.3.8.PS.7:** Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

**2.3.8.HCDM.1:** Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.

**2.3.8.HCDM.2:** Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

**2.3.8.HCDM.3:** Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).

**2.3.8.HCDM.4:** Describe the signs, symptoms, and potential impacts of STIs (including HIV).

**2.3.8.HCDM.5:** Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.

**2.3.8.HCDM.6:** Explain how the immune system fights disease.

**2.3.8.HCDM.7:** Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.

**2.3.8.ATD.1:** Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.

**2.3.8.ATD.2:** Relate the use of alcohol and other drugs to decision making,

consent, and risk for sexual assault and abuse.

**2.3.8.ATD.3:** Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

**2.3.8.ATD.4:** Explain the impact of alcohol and other drugs on areas of the brain that control

vision, sleep, coordination, reaction time, judgment, and memory.

**2.3.8.ATD.5:** Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

**2.3.8.DSDT.1:** Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

**2.3.8.DSDT.2:** Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

**2.3.8.DSDT.3:** Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

**2.3.8.DSDT.4:** Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

**2.3.8.DSDT.5:** Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

**2.1.8.EH.1:** Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

**2.1.8.EH.2:** Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

**2.1.8.PGD.1:** Explain how appropriate health care can promote personal health.

**2.1.8.PGD.2:** Analyze how genetics and family history can impact personal health.

**2.1.8.PGD.3:** Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

**2.1.8.PGD.4:** Analyze the relationship between healthy behaviors and personal health.

**2.1.8.PP.1:** Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.

**2.1.8.PP.2:** Summarize the stages of pregnancy from fertilization to birth.

**2.1.8.PP.3:** Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.

**2.1.8.PP.4:** Predict challenges that may be faced by adolescent parents and their families.

**2.1.8.PP.5:** Identify resources to assist with parenting.

**Enduring Understandings**

**Essential Questions**

<ul style="list-style-type: none"> <li>● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</li> <li>● An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</li> <li>● There are many short and long term health benefits and risks associated with nutritional choices</li> <li>● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before.</li> <li>● Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>● What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>● What causes optimal growth and development?</li> <li>● What makes a food healthy?</li> <li>● To what extent can we keep ourselves disease free?</li> <li>● What is the difference between healthy and unhealthy risks?</li> <li>● How can you learn to like yourself and others?</li> </ul>
<p><b>Learners will know...</b></p>	<p><b>Learners will be able to....</b></p>
<ul style="list-style-type: none"> <li>● Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</li> <li>● Eating patterns are influenced by a variety of factors.</li> <li>● The prevention and control of diseases and health conditions are affected by many factors.</li> <li>● Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.</li> <li>● Applying first-aid procedures can minimize injury and save lives.</li> </ul>	<ul style="list-style-type: none"> <li>● Assess and apply health data to enhance each dimension of personal wellness.</li> <li>● Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</li> <li>● Relate advances in technology to maintaining and improving personal health.</li> <li>● Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.</li> <li>● Analyze how culture, health status, age, and eating</li> </ul>

<ul style="list-style-type: none"> <li>● Social and emotional development impacts all components of wellness.</li> <li>● Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</li> <li>● Stress management skills impact an individual's ability to cope with different types of emotional situations.</li> </ul>	<p>environment influence personal eating patterns and recommend ways to provide nutritional balance.</p> <ul style="list-style-type: none"> <li>● Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</li> <li>● Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</li> <li>● Analyze the nutritional values of new products and supplements.</li> <li>● Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.</li> <li>● Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.</li> <li>● Analyze the impact of mental illness on physical, social, and emotional well-being.</li> <li>● Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.</li> <li>● Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.</li> <li>● Analyze the causes and the consequences of noncompliance with the traffic safety system.</li> <li>● Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support,</li> </ul>
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	<p>and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.</p> <ul style="list-style-type: none"> <li>● Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.</li> <li>● Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.</li> <li>● Explain how culture influences the ways families and groups cope with crisis and change.</li> <li>● Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</li> </ul>
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**Suggested Learning Plan**

5 minutes to review from previous class  
 10 minute mini lesson on discussion of topic for the day  
 5 minutes think pair share or group share  
 5 minutes on question/answer session with teacher/peers  
 10-15 minutes to work on activity/assessment/assignment for the day  
 5 minutes for closure/closing statements, questions

**Suggested Learning Resources**

Anspaugh/Ezell "Teaching Today's Health" Book  
 Herod "Discovering Me" Book  
 Glencoe "Teen Health" Textbook  
 Bruess/Greenberg "Sexuality Education" Book  
[www.pecentral.org](http://www.pecentral.org)  
<https://sparkpe.org/>  
[www.njahperd.org](http://www.njahperd.org)  
[www.brainpop.com](http://www.brainpop.com)  
[www.everfi.com](http://www.everfi.com)

**LGBTQ + and Disabilities**  
<https://www.cdc.gov/lgbthealth/youth-resources.htm>  
<https://www.glsen.org/sexed>  
[LGBTQ Lesson Plan](#)

**Pacing Guide**

[https://docs.google.com/document/d/e/2PACX-1vSM0FYWTmJFTC2RDv5xdpLrfRziAGtI1rXshAOS-H\\_oLdv78XhmqW8XBBIMiyOvoiLwSLPIb7MzaazE/pub](https://docs.google.com/document/d/e/2PACX-1vSM0FYWTmJFTC2RDv5xdpLrfRziAGtI1rXshAOS-H_oLdv78XhmqW8XBBIMiyOvoiLwSLPIb7MzaazE/pub)

### 21<sup>st</sup> Century Themes and Skills

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8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results

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CRP12. Work productively in teams while using cultural global competence.

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- Allow gifted students to assume some responsibilities of the facilitator (give feedback on movements, guide movements, repeat cues if needed)

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- Provide students with visual models, sentence stems, concrete objects, and hands-on material.

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- Preferential Seating
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- Provide students with visuals or movement to vocabulary words
- Guided notes can be provided

**At-Risk Learners**

- Small group instruction
- Guided notes can be provided
- Assessments will be modified as necessary.

**Assessment Evidence**

**Formative**

Check lists  
 Think Pair Share checklists  
 Station Work  
 Exit Slips  
 Teacher Observation  
 Small Worksheets  
 Reflections  
 Small Quizzes

**Summative**

End of unit presentations  
 Written Tests  
 Portfolios  
 Class Projects  
 Journals  
 Skill Labs  
 Fitness Logs

**Alternative**

Dance Steps  
 Story Telling  
 Drawing Pictures  
 Video Making



## Annual Pacing Guide

Grade Level: 7-8

Subject: Physical Education

## Annual Pacing Guide

Grade Level: 7-8

Subject: Physical Education

September	October	November	December	January
<u>Unit 1</u> -Yoga -Fitness -Flag Football	<u>Unit 2</u> -Calisthenic Workouts -Fitness Stations -Soccer	<u>Unit 3</u> -Basketball -Volleyball -Fitness	<u>Unit 4</u> -Volleyball -Fitness	<u>Unit 5</u> -Jump Rope -Fitness

February	March	April	May	June
<u>Unit 6</u> -Floor Hockey -Fitness	<u>Unit 7</u> -Basketball -Fitness	<u>Unit 8</u> Fitness Testing	<u>Unit 9</u> -Racquet Sports -Flag Football -Fitness	<u>Unit 10</u> -Softball -Fitness



## Annual Pacing Guide

Grade Level: 7-8

Subject: Health

September	October	November	December	January
<u>Unit 1</u> Personal Growth and Development	<u>Unit 2</u> Nutrition	<u>Unit 3</u> Disease and Health Conditions	<u>Unit 4</u> Social and Emotional Health	<u>Unit 4</u> Social and Emotional Health

February	March	April	May	June
<u>Unit 5</u> Interpersonal Communications	<u>Unit 6</u> Alcohol, Tobacco, and other Drugs	<u>Unit 6</u> Alcohol, Tobacco, and other Drugs	<u>Unit 7</u> Relationships	<u>Unit 8</u> Sexuality