



PISCATAWAY TOWNSHIP SCHOOLS

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Content Area: Health & Physical Education
Grade Span: Kindergarten- 3rd Grade
Revised by: James-Edwards Boyd
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Approval date: August 2023

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COURSE OVERVIEW

Description		
<p>The Piscataway (K-12) Physical Education & Health curriculum directly aligns with the New Jersey Department of Education 2020 Student Learning Standards. All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools, and communities.</p>		
Goals		
<p>The goal of the Piscataway Township School’s Health and Physical Education Department is to quality comprehensive health and physical education program that:</p> <ul style="list-style-type: none"> • Maintains mental health awareness and relies on social/emotional support systems; • Engages in a physically active lifestyle; • Maintains awareness of health and wellness and how to access resources; • Recognizes the influence of media, peers, technology, and cultural norms in making informed health related decisions as a consumer of health products and wellness services; • Practices effective cross-cultural communication and conflict resolution skills; • Builds and maintains healthy relationships; • Accepts and respects individual and cultural differences; and • Advocates for personal, family, community, and global wellness and is aware of local, national, and global public health and climate change issues. 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Building a Foundation	4 weeks
Unit 2	Kicking & Trapping	4 weeks
Unit 3	Catching & Throwing	4 weeks
Unit 4	Dribbling, Volleying, & Striking	4 weeks
Unit 5	Fitness & Wellness	4 weeks
Unit 6	Team Building/Cooperative Games	4 weeks
Unit 7	Health Education	1 week
Resources		
<p>Core Text: https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf</p>		
<p>Suggested Resources: Action for Health Kids – www.actionforhealthykids.org Alliance for a Healthier Generation – www.healthiergeneration.org American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org American Heart Association – www.americanheart.org American Red Cross – www.redcross.org</p>		

Body and Mind – www.bam.gov/
Center for Disease Control (CDC) – www.cdc.gov
Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org
Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com
Dance Dance Revolution – www.ddrgame.com
Education World – www.educationalworld.com
Flaghouse Sporting Goods – www.flaghouse.com
Food Guide – www.MyPyramid.gov
Games Kids Play – www.gameskidsplay.net/
Great Activities Newspaper – www.greatactivities.net
Health Teacher Lessons – www.healthteacher.com
Healthy School Playgrounds –
Destiny Human Kinetics – www.humankinetics.com
Inspiration/Kidspiration – www.inspiration.com
KaBOOM – www.kaboom.org
New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
New Jersey Department of Education – www.state.nj.us/education
PE Central – www.pecentral.org; www.pelogit.org
Project A.C.E.S. (All Children Exercising Simultaneously) – www.projectaces.com
Project USE – www.projectadventure.com
Small Steps Nutritional Plans – www.smallstep.gov
Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
Team Nutrition – www.teamnutrition.usda.gov
Teen Health – www.teenhealth.org
The President’s Council on Physical Fitness and Sport – www.presidentschallenge.org
www.fitness.gov
United Streaming – www.unitedstreaming.com
US Department of Health and Human Services – www.HHS.gov
www.amaze.org
<https://openphysed.org/k2-primary-mods>
<https://www.sonj.org/sports/school-based-sports/prek-eighth-grade/>
<https://www.shapeamerica.org/events/healthmovesminds/default.aspx>
<https://www.quickstartcentral.org/pages/index.cfm?siteid=19942>
<https://njhki.rutgers.edu/>
<https://www.nutrition.gov/>

UNIT 1: Building A Foundation

Summary and Rationale	
As an introduction to Health and Physical Education, students will explore body & spatial awareness, locomotor & non-locomotor skills, directionality, pathways, levels, and tempos as well as basic safety rules and procedures.	
Recommended Pacing	
As needed per class/ grade level.	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
2.2.2.MSC.1:	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, and running). -(The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities)
2.2.2.MSC.2:	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, and curling).
2.2.2. MSC.5:	Adjust and correct movements and skill in response to feedback. -(Feedback impacts and improves the learning of movement skills and concepts)
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 -(Exploring wellness components provide a foundational experience of physical movement activities)
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Joining a team or an exercise group within your community can help you maintain a healthy lifestyle. ● There are many alternative physical activities you can engage in that will enhance your fitness levels while having fun. ● Why is it important to understand the mechanics of a skill? ● How can using sports skills enhance a healthy lifestyle? ● How does engaging in sports activities promote good sportsmanship? ● The proper execution of skills affects performance. ● The concept of a sport can be transferred into real life situations. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How can exercising be a social event? ● How can exercising or playing games with friends or a group of people help you maintain a healthy lifestyle? 	

Objectives

Students will know:

- How performing a variety of recreational and social activities can enhance personal fitness status.
- The importance of maintaining safe and efficient movement along with proper mechanics while participating in the activities.
- Staying healthy and maintaining wellness is a lifelong process.
- Need to coordinate movement skills and patterns within a group to achieve a desired outcome.
- How to apply the manipulative, locomotor and non-locomotor skills within the game.
- There is a relationship between applying strategies and achieving goals when participating in the activities.
- Displaying good sportsmanship and safe behavior enhances the quality of the activity.
- How to apply the manipulative, locomotor and non-locomotor skills in team and individual sports.
- There is a relationship between applying the skills and achieving a successful outcome when participating in sports.
- The basic mechanics of the movement skills necessary for the specific sport/game.

Students will be able to:

- Analyze movement and mechanics to improve efficiency in the activity.
- Apply the rules and safety procedures of the game to enhance the quality of the activity.
- Apply offensive, defensive and cooperative strategies when participating in recreational games.
- Transfer the fundamental mechanics of motor skills from one activity to another
- Perform movement skills and patterns as a group to achieve their desired outcome.
- Demonstrate the proper form during warm up routines.
- Analyze and correct movement errors through self-evaluation and external feedback.
- Apply offensive, defensive and cooperative strategies when participating in team and individual sports.
- Make modifications in game play to improve individual and team effectiveness.
- Transfer the fundamental mechanics of motor skills from one sport to another.
- Analyze and correct movement errors through self-evaluation and external feedback.
- Apply the rules and safety procedures of a specific sport/game to enhance the quality of the activity.
- Associate the origin of a specific sport to its cultural background.

Resources

Core Text:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Suggested Resources:

<https://openphysed.org/k2-primary-mods>

<https://www.sonj.org/sports/school-based-sports/prek-eighth-grade/>

<https://www.shapeamerica.org/events/healthmovesminds/default.aspx>

<https://www.quickstartcentral.org/pages/index.cfm?siteid=19942>

<https://njhki.rutgers.edu/>

<https://www.nutrition.gov/>

UNIT 2: Kicking & Trapping

Summary and Rationale	
<p>This unit focuses on the development of foot-striking skills such as dribbling, passing, and kicking a ball. Students will learn how to kick and receive a pass as well as how to control a ball with their feet. These skills will provide a developmentally appropriate initial step toward participating in a sport which incorporates these skills such as soccer.</p>	
Recommended Pacing	
As needed per class/ grade level.	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
2.2.2.MSC.3:	<p>Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>-(The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.)</p>
2.2.2.MSC.4:	Differentiate manipulative movements (e.g., throwing, catching, dribbling).
2.2.2.MSC.5:	<p>Adjust and correct movements and skill in response to feedback.</p> <p>-(Feedback impacts and improves the learning of movement skills and concepts)</p>
2.2.2.MSC.8:	<p>Explain the difference between offense and defense.</p> <p>-(Teamwork consists of effective communication and respect among class and team members.)</p>
2.2.2.PF.3	<p>Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>-(The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.)</p>
2.2.2.LF.1:	<p>Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>-(Exploring wellness components provide a foundational experience of physical movement activities)</p>
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The proper execution of skills affects performance. • The concept of a sport can be transferred into real life situations 	
Unit Essential Questions	

- Why is it important to understand the mechanics of a skill?
- How can using sports skills enhance a healthy lifestyle?
- How does engaging in sports activities promote ethical behavior?

Objectives

Students will know:

- How to apply the manipulative, locomotor and non-locomotor skills in team and individual sports.
- There is a relationship between applying strategies and achieving goals when participating in the sport.
- Basic mechanics of the movement skills necessary for the specific sport.
- Displaying good sportsmanship and safe behavior enhances the quality of the game for spectators and participants.

Students will be able to:

- Apply offensive, defensive and cooperative strategies when competing in team and individual sports.
- Make strategic modifications in game play to improve individual and team effectiveness.
- Transfer the fundamental mechanics of motor skills from one sport to another.
- Analyze and correct movement errors through self-evaluation and external feedback.
- Apply the rules and safety procedures of a specific sport to enhance the quality of the activity.
- Associate the origin of a specific sport to its cultural background.

Resources

Core Text:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Suggested Resources:

<https://openphased.org/k2-primary-mods>

<https://www.sonj.org/sports/school-based-sports/prek-eighth-grade/>

<https://www.shapeamerica.org/events/healthmovesminds/default.aspx>

<https://www.quickstartcentral.org/pages/index.cfm?siteid=19942>

<https://njhki.rutgers.edu/>

<https://www.nutrition.gov/>

UNIT 3: Catching & Throwing

Summary and Rationale	
<p>This unit focuses on the fundamental skills of catching and throwing in order to build a foundation for students to learn the basics for several individual and team sports. Movement exploration will be fostered by providing students with a variety of developmentally appropriate cues as well as utilization of an assortment of different balls and objects. Students will practice under and overhand throwing as well as incorporating throwing for accuracy.</p>	
Recommended Pacing	
As needed per class/ grade level.	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
2.2.2.MSC.3:	<p>Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.</p> <p>-(The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities)</p>
2.2.2.MSC.4:	Differentiate manipulative movements (e.g., throwing, catching, and dribbling).
2.2.2.MSC.5:	<p>Adjust and correct movements and skill in response to feedback</p> <p>- (Feedback impacts and improves the learning of movement skills and concepts.)</p>
2.2.2.MSC.8:	<p>Explain the difference between offense and defense.</p> <p>- (Teamwork consists of effective communication and respect among class and team members.)</p>
2.2.2.PF.3:	<p>Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>- (The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.)</p>
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • The proper execution of skills affects performance. • The concept of a sport can be transferred into real life situations 	
Unit Essential Questions	
<ul style="list-style-type: none"> • Why is it important to understand the mechanics of a skill? • How can using sports skills enhance a healthy lifestyle? • How does engaging in sports activities promote ethical behavior? 	
Objectives	

Students will know:

- How to apply the manipulative, locomotor and non-locomotor skills in team and individual sports.
- There is a relationship between applying strategies and achieving goals when participating in the sport.
- Basic mechanics of the movement skills necessary for the specific sport.
- Displaying good sportsmanship and safe behavior enhances the quality of the game for spectators and participants.

Students will be able to:

- Apply offensive, defensive and cooperative strategies when competing in team and individual sports.
- Make strategic modifications in game play to improve individual and team effectiveness.
- Transfer the fundamental mechanics of motor skills from one sport to another.
- Analyze and correct movement errors through self-evaluation and external feedback.
- Apply the rules and safety procedures of a specific sport to enhance the quality of the activity.
- Associate the origin of a specific sport to its cultural background.

Resources

Core Text:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Suggested Resources:

<https://openphysed.org/k2-primary-mods>

<https://www.sonj.org/sports/school-based-sports/prek-eighth-grade/>

<https://www.shapeamerica.org/events/healthmovesminds/default.aspx>

<https://www.quickstartcentral.org/pages/index.cfm?siteid=19942>

<https://njhki.rutgers.edu/>

<https://www.nutrition.gov/>

UNIT 4:

Summary and Rationale	
<p>In this unit, students will build upon previously learned manipulative skills. Students will practice skills such as bouncing, catching, and dribbling balls of a variety of sizes and shapes. They will also have the opportunity to practice striking objects with their hands, before progressing to using short and long-handled implements. Students will also be introduced to volleying skills by using equipment such as balloons and beach balls</p>	
Recommended Pacing	
As needed per class/ grade level.	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
2.2.2.MSC.3:	<p>Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges</p> <p>-(The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities)</p>
2.2.2.MSC.4	Differentiate manipulative movements (e.g., throwing, catching, and dribbling).
2.2.2.MSC.5:	<p>Adjust and correct movements and skill in response to feedback.</p> <p>- (Feedback impacts and improves the learning of movement skills and concepts.)</p>
2.2.2.MSC.6:	<p>Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment</p> <p>- (Teamwork consists of effective communication and respect among class and team members.)</p>
2.2.2.MSC.7:	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment
2.2.2.MSC.8:	Explain the difference between offense and defense.
2.2.2.PF.3	<p>Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>- (The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.)</p>
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Importance of the mechanics of a skill • Sports skills enhance a healthy lifestyle • The proper execution of skills affects performance. • The concept of a sport can be transferred into real life situations. 	

Unit Essential Questions

- Why is it important to understand the mechanics of a skill?
- How can using sports skills enhance a healthy lifestyle?
- How does engaging in sports activities promote ethical behavior?

Objectives

Students will know:

- How to apply the manipulative, locomotor and non-locomotor skills in team and individual sports.
- There is a relationship between applying the skills and achieving a successful outcome when participating in sport/game.
- Basic mechanics of the movement skills necessary for the specific sport/game.
- Displaying good sportsmanship and safe behavior enhances the quality of the game for spectators and participants.
- Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.

Students will be able to:

- Apply offensive, defensive and cooperative strategies when participating in team and individual sports.
- Make modifications in game play to improve individual and team effectiveness
- Transfer the fundamental mechanics of motor skills from one sport to another.
- Analyze and correct movement errors through self-evaluation and external feedback.
- Apply the rules and safety procedures of a specific sport/game to enhance the quality of the activity.
- Associate the origin of a specific sport to its cultural background.
- Demonstrate mastery of large muscle group movements such as hopping, galloping, jumping, running, and marching.
- Demonstrate the ability to manipulate various size, shape and equipment within defined boundaries.

Resources

Core Text:

Suggested Resources:

- <https://openphysed.org/k2-primary-mods>
- <https://www.sonj.org/sports/school-based-sports/prek-eigth-grade/>
- <https://www.shapeamerica.org/events/healthmovesminds/default.aspx>
- <https://www.quickstartcentral.org/pages/index.cfm?siteid=19942>
- <https://njhki.rutgers.edu/>
- <https://www.nutrition.gov/>

UNIT 5:

Summary and Rationale	
In this unit, students will work on improving balance, coordination, flexibility, muscular strength & endurance & cardiovascular endurance. At this time, students will be introduced to Health Related Fitness Concepts including the Fitnessgram Fitness Assessments.	
Recommended Pacing	
As needed per class/ grade level.	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
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). - (The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.)
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.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. - (Exploring wellness components provide a foundational experience of physical movement activities.)
2.2.2.LF.4:	Identify physical activities available outside of school that are in the community
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Identify what fitness and wellness is. • Maintaining fitness can enhance your overall health. • Staying healthy is a lifelong process that includes various components of wellness. • The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What does it mean to be fit? • How does fitness affect your overall life? • How can you design and implement a personal fitness plan that supports a healthy, active lifestyle? 	

Objectives

Students will know:

- How proper nutrition can help us maintain the components of fitness.
- Staying healthy and maintaining wellness is a lifelong process.
- Decisions we make affect our health and wellness goals.
- Explain the role of regular physical activity in relation to personal health..
- The importance of maintaining safe and efficient movement along with proper mechanics while participating in the exercises.

Students will be able to:

- Demonstrate the proper form during warm up routines.
- Analyze movement and mechanics to improve efficiency.
- Assess their own fitness goal and see ways that they can improve.
- Develop a fitness goal and monitor progress towards achievement of the goal.
- Using the skills taught in Physical Education to maintain their fitness beyond the classroom.
- Demonstrate mastery of large muscle group movements such as hopping, galloping, jumping, running, and marching.
- Demonstrate the ability to manipulate various size, shape and equipment within defined boundaries.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.

Resources

Core Text:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Suggested Resources:

<https://openphysed.org/k2-primary-mods>

<https://www.sonj.org/sports/school-based-sports/prek-eighth-grade/>

<https://www.shapeamerica.org/events/healthmovesminds/default.aspx>

<https://www.quickstartcentral.org/pages/index.cfm?siteid=19942>

<https://njhki.rutgers.edu/>

<https://www.nutrition.gov/>

Action for Health Kids – www.actionforhealthykids.org

Alliance for a Healthier Generation – www.healthiergeneration.org

American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org

American Heart Association – www.americanheart.org

American Red Cross – www.redcross.org

Body and Mind – www.bam.gov/

Center for Disease Control (CDC) – www.cdc.gov

Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org

Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com

Dance Dance Revolution – www.ddrgame.com

Education World – www.educationalworld.com

Flaghouse Sporting Goods – www.flaghouse.com

Food Guide – www.MyPyramid.gov

Games Kids Play – www.gameskidsplay.net/

Great Activities Newspaper – www.greatactivities.net
Health Teacher Lessons – www.healthteacher.com
Healthy School Playgrounds –
Destiny Human Kinetics – www.humankinetics.com
Inspiration/Kidspiration – www.inspiration.com
KaBOOM – www.kaboom.org
New Jersey Association for Health, Physical Education, Recreation and Dance - www.njahperd.org
New Jersey Department of Education – www.state.nj.us/education
PE Central – www.pecentral.org; www.pelogit.org
Project A.C.E.S. (All Children Exercising Simultaneously) – www.projectaces.com
Project USE – www.projectadventure.com
Small Steps Nutritional Plans – www.smallstep.gov
Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
Team Nutrition – www.teamnutrition.usda.gov
Teen Health – www.teenhealth.org
The President’s Council on Physical Fitness and Sport – www.presidentschallenge.org
www.fitness.gov
United Streaming – www.unitedstreaming.com
US Department of Health and Human Services – www.HHS.gov
<https://openphysed.org/k2-primary-mods>
<https://www.sonj.org/sports/school-based-sports/prek-eighth-grade/>
<https://www.shapeamerica.org/events/healthmovesminds/default.aspx>
<https://www.quickstartcentral.org/pages/index.cfm?siteid=19942>
<https://njhki.rutgers.edu/>
<https://www.nutrition.gov/>

UNIT 6: Team Building/Cooperative Games

Summary and Rationale	
Throughout this unit. Students will develop their integrated skills by participating in a variety of cooperative games and activities encouraging character development, communication & teamwork.	
Recommended Pacing	
As needed per class/ grade level.	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
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. - (Many factors influence how we think about ourselves 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.SSH.6:	Determine the factors that contribute to healthy relationships. - (People have relationships with others in the local community and beyond.)
2.1.2.SSH.7:	Explain healthy ways for friends to express feelings for and to one another. - (Communication is the basis for strengthening relationships and resolving conflict between people.)
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). - (Conflicts between people occur, and there are effective ways to resolve them.)
2.2.2.MSC.1	Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, and running). -(The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.)
2.2.2.MSC.2:	Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, and curling).
2.2.2.MSC.3:	Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges
2.2.2.MSC.4:	Differentiate manipulative movements (e.g., throwing, catching, and dribbling).
2.2.2.MSC.5:	Adjust and correct movements and skills in response to feedback. - (Feedback impacts and improves the learning of movement skills and concepts.)
2.2.2.MSC.6:	Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

	- (Teamwork consists of effective communication and respect among class and team members.)
2.2.2.MSC.7:	Demonstrate kindness towards self and others during physical activity to create a safe and caring environment
2.2.2.MSC.8:	Explain the difference between offense and defense
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). - (The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.)
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. - (Exploring wellness components provide a foundational experience of physical movement activities.)
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.4:	Identify physical activities available outside of school that are in the community. - (Resources that support physical activity are all around you.)

Instructional Focus

Unit Enduring Understandings

- Effective communication develops relationships and prevents conflicts.
 - Every health related decision can affect your ability to reach your health goals.
 - The impact of external influences on health related situations.
 - Numerous character traits promote mutual respect and acceptance of others.
 - What are the advantages of working collaboratively to problem solve?
 - How does the nature of the problem affect the strategies we use to solve it?
 - How would working collaboratively help provide options to solving a problem?
- How can the strategies used be applied to real life problems?

Unit Essential Questions

- How can effective communication skills help you maintain a safe healthy life?
 - How can external influences affect health related decisions?
 - How does decision making affect one's personal health goal?
 - How does character contribute to positive interaction with others?
- How can you design and implement a personal fitness plan that supports a healthy, active lifestyle?

Objectives

Students will know:

- The importance of developing effective communication will influence the outcome of a health-related situation.
- How effective decision-making promotes healthy lifestyle choices.

- Character traits promote positive interaction with others.
- The benefits of working collaboratively. · Effective communication is essential to resolving problems.
- The importance of applying the qualities of character education when working within a group.
- The need to coordinate movement skills and patterns within a group to achieve a desired outcome.

The importance of analyzing strategies and choosing the most effective solution.

Students will be able to:

- Identify and demonstrate use of teamwork in various group situations.
- Explain what a decision is and how it can affect your health.
- Identify the ways external influences can affect a decision you make about personal health goals.
- Explain how character and core ethical values impact your ability to interact with others in your school, home or community.
- Demonstrate verbal and nonverbal interpersonal communication skills.
- Demonstrate a positive attitude and respect for others while working within a group.
- Perform movement skills and patterns as a team to achieve their desired outcome.
- Demonstrate the use of offensive, defensive and cooperative strategies.
- Analyze and apply strategies that will enhance the group’s effectiveness.

Resources

Core Text:

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CHPE.pdf>

Suggested Resources:

- <https://openphased.org/k2-primary-mods>
- <https://www.sonj.org/sports/school-based-sports/prek-eighth-grade/>
- <https://www.shapeamerica.org/events/healthmovesminds/default.aspx>
- <https://www.quickstartcentral.org/pages/index.cfm?siteid=19942>
- <https://njhki.rutgers.edu/>
- <https://www.nutrition.gov/>

UNIT 7: Health Education

Summary and Rationale	
<p>In this unit, all students will participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. Health literacy is an integral component of 21st century education; in order to prepare our students to foster a lifelong commitment to wellness, health lessons will be infused into the Physical Education curriculum throughout the course of the school year.</p>	
Recommended Pacing	
As needed per class/ grade level.	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
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.
2.1.2.PP.1:	Define reproduction.
2.1.2.PP.2:	Explain the ways in which parents may care for their offspring (e.g., animals, people, and fish).
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.4:	Demonstrate strategies for managing one's own emotions, thoughts and behaviors - (There are different ways that individuals handle stress, and some are healthier than others.)
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.
2.1.2.CHSS.1:	Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
2.1.2.CHSS.2	Determine where to access home, school and community health professionals.
2.1.2.CHSS.3:	Demonstrate how to dial and text 911 in case of an emergency
2.1.2.CHSS.4:	Describe how climate change affects the health of individuals, plants and animals.
2.1.2.CHSS.5:	Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
2.1.2.CHSS.6:	Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).
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.LF.3:	Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
2.2.2.N.1:	Explore different types of foods and food groups
2.2.2.N.2:	Explain why some foods are healthier to eat than others.
2.2.2.N.3:	Differentiate between healthy and unhealthy eating habits.
2.3.2.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

Instructional Focus

Unit Enduring Understandings

- Identify what fitness and wellness is.
- Maintaining fitness can enhance your overall health.
- Staying healthy is a lifelong process that includes various components of wellness.
- Maintaining good health requires development of constant healthy habits.
- Staying healthy and protecting yourself from diseases will enhance wellness.
- Controlling stressful situations helps maintain a healthy lifestyle.
- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Inclusive schools and communities are accepting of all people and make them feel welcome and included.

Unit Essential Questions

- What does it mean to be fit?
- How does fitness affect your overall life?
- How do your habits affect your overall life?
- How do healthy habits improve your overall wellness?
- How does your knowledge of wellness and decision-making skills impact your quality of life?
- What does it mean to be safe, and how can you identify unsafe situations?
- How does your ability to recognize situations and avoid risky decisions to remain safe?
- How does your knowledge of wellness impact your quality of life?
- What is the significance of maintaining a nutritional balanced diet to support a healthy lifestyle?
- What causes disease?
- How can we protect against spread of diseases?

- How does social and emotional development impact all components of wellness?
- How does coping with stress affect one's ability to maintain a healthy lifestyle?
- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- What causes optimal growth and development? (Exercise, diet, activity, rest, social & emotional health, and awareness).
- Why is it important for a pregnant mother to live a healthy lifestyle?

Objectives

Students will know:

- How proper nutrition can help us maintain the components of fitness
- Staying healthy and maintaining wellness is a lifelong process.
- Decisions we make affect our health and wellness goals.
- The importance of understanding the use of fitness products to maintain health.
- The importance of maintaining safe and efficient movement along with proper mechanics while participating in the exercises.
- How performing a variety of fitness activities can enhance personal fitness status. · Make appropriate selection and use of healthcare and personal hygiene products.
- Advances in technology impact personal health and wellness. Genetics, environment, and lifestyle habits affect personal growth and development in each life stage.
- Being aware of their surroundings to reduce or eliminate risks.
- Using good safety habits is a way to prevent injury.
- How conflict resolution strategies promote respect and a sense of community.
- Stress management skills enhance one's ability to cope with a variety of emotional situations.
- Identify body parts and how they work together to support wellness.
- Develop a definition of wellness.
- Identify specific types of food that make up the food pyramid.
- Identify foods from the food pyramid that improves nutritional value in their diet.
- Recognize nutritional values of foods from the product labels in their household.
- Discuss the symptoms of common diseases and health conditions.
- List the strategies to prevent the spread of common diseases and health conditions.
- Identify ways to prevent injuries at home and the community. Genetics, environment, and lifestyle habits affect personal growth and development in each life stage.
- Being aware of their surroundings to reduce or eliminate risks.
- Using good safety habits is a way to prevent injury.
- Ways in which parents may care for their off spring
- How conflict resolution strategies promote respect and a sense of community.
- Stress management skills enhance one's ability to cope with a variety of emotional situations.
- Identify body parts and how they work together to support wellness.
- Develop a definition of wellness.
- Identify specific types of food that make up the food pyramid.
- Identify foods from the food pyramid that improves nutritional value in their diet.
- Recognize nutritional values of foods from the product labels in their household.
- Discuss the symptoms of common diseases and health conditions.
- List the strategies to prevent the spread of common diseases and health conditions.
- Identify ways to prevent injuries at home and the community.

Students will be able to:

- Assess their own fitness goals and see ways that they can improve.
- Set their personal fitness goal.
- Using the skills taught in Physical Education to maintain their fitness beyond the classroom.
- Explain how genetics, environment, and personal lifestyle choices impact their personal growth and development.
- Explain foundational concepts of healthy habits and anatomy, using age appropriate and medically accurate terms for anatomy, and how they work together to support wellness.
- Develop an understanding that every individual has unique skills, qualities, preferences and perspectives that may impact how they dress, their mannerisms and activities they enjoy doing.
- Develop a definition of wellness.
- Explain strategies to maintain safety in public places and implement them when safety is compromised.
- Identify ways to prevent injuries at home and the community.
- List some basic social and emotional needs that people have.
- Determine causes of conflict

Resources

Core Text:

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Suggested Resources:

<https://openphysed.org/k2-primary-mods>

<https://www.sonj.org/sports/school-based-sports/prek-eighth-grade/>

<https://www.shapeamerica.org/events/healthmovesminds/default.aspx>

<https://www.amaze.org>

<https://www.quickstartcentral.org/pages/index.cfm?siteid=19942>

<https://njhki.rutgers.edu/>

<https://www.nutrition.gov/>