



# PISCATAWAY TOWNSHIP SCHOOLS

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## Physical Education and Health Grades 4-5

**Content Area:** Physical Education & Health

**Grade Span:** 4-5

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## COURSE OVERVIEW

### Description

All students will participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness, health and physical education. This program aims to develop a pathway that emphasizes 21<sup>st</sup> Century Skills that empowers students to live a healthy, active lifestyle.

### Goals

The goal of the Piscataway Township School's Health and Physical Education Department is to prepare students to function optimally as global citizens and workers by aligning with the contemporary view of health and physical education, which focuses on taking personal responsibility for one's health through an active, healthy lifestyle that fosters a lifelong commitment to wellness.

### Scope and Sequence

Unit	Topic	Length
1	Building a Foundation	4 weeks
2	Kicking & Trapping	4 weeks
3	Catching & Throwing	4 weeks
4	Dribbling, Volleying, & Striking	4 weeks
5	Fitness & Wellness	4 weeks
6	Cooperative & Team Building	4 weeks
7	Health Education	1 week

### Resources

**Core Text:**

<https://www.nj.gov/education/news/2014/standards/CHPE.pdf>

**Suggested Resources:**

<https://sparkpe.org/curriculum/3-6/>, <http://www.pecentral.org/>

Action for Health Kids – [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Alliance for a Healthier Generation – [www.healthiergeneration.org](http://www.healthiergeneration.org)

American Alliance for Health, Physical Education, Recreation and Dance – [www.aahperd.org](http://www.aahperd.org)

American Heart Association – [www.americanheart.org](http://www.americanheart.org)

American Red Cross – [www.redcross.org](http://www.redcross.org)

Body and Mind – [www.bam.gov/](http://www.bam.gov/) Center for Disease Control (CDC) – [www.cdc.gov](http://www.cdc.gov)

Comprehensive Health Education Foundation (C.H.E.F.) – [www.chef.org](http://www.chef.org)

Coordinated Approach to Child Health (C.A.T.C.H.) – [www.flaghouse.com](http://www.flaghouse.com)

Dance Dance Revolution – [www.ddgame.com](http://www.ddgame.com)

Education World – [www.educationalworld.com](http://www.educationalworld.com)

Flaghouse Sporting Goods – [www.flaghouse.com](http://www.flaghouse.com)

Food Guide – [www.MyPyramid.gov](http://www.MyPyramid.gov)

Games Kids Play – [www.gameskidsplay.net/](http://www.gameskidsplay.net/)

Great Activities Newspaper – [www.greatactivities.net](http://www.greatactivities.net)

Health Teacher Lessons – [www.healthteacher.com](http://www.healthteacher.com)

Healthy School Playgrounds –

Destiny Human Kinetics – [www.humankinetics.com](http://www.humankinetics.com)

A.C.E.S. (All Children Exercising Simultaneously) – [www.projectaces.com](http://www.projectaces.com)  
Project USE – [www.projectadventure.com](http://www.projectadventure.com)  
Small Steps Nutritional Plans – [www.smallstep.gov](http://www.smallstep.gov)  
Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – [www.sportime.com](http://www.sportime.com)  
Team Nutrition – [www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)  
Teen Health – [www.teenhealth.org](http://www.teenhealth.org)  
The President’s Council on Physical Fitness and Sport – [www.presidentschallenge.org](http://www.presidentschallenge.org) [www.fitness.gov](http://www.fitness.gov)  
United Streaming – [www.unitedstreaming.com](http://www.unitedstreaming.com) US

## 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.

### State Standards

#### Standard

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
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others
2.2.4.B.1	Use the decision-making process when addressing health-related issues.
2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports, and wellness
2.2.4.E.2	Explain when and how to seek help when experiencing a health problem
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment

### Instructional Focus

## Unit Enduring Understandings

- Joining a team or an exercise group within your community can help you maintain a healthy lifestyle.
- The many alternative physical activities you can engage in that will enhance your fitness levels while having fun.
- Verbal and nonverbal communication skills are an important part of communication
- Effective communication develops relationships and prevents conflicts
- Character traits promote mutual respect and acceptance of each other

## Unit Essential Questions

- 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?
- What does it mean to be safe? How can we recognize situations that may be unsafe?
- How do healthy habits improve overall wellness?

### Content:

- 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.
- The need to coordinate movement skills and patterns within a group to achieve a desired outcome.
- The basic mechanics of the movement skills necessary for the activity.
- 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.

### Skills:

- 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

## Resources

### Core Text:

<https://www.nj.gov/education/news/2014/standards/CHPE.pdf>

### Suggested Resources:

<https://sparkpe.org/curriculum/3-6/>, <http://www.pcentral.org/>

## UNIT 2: Kicking and Trapping

### Summary and Rationale

Students will build on prior knowledge and skill acquisition to further advance in the skills of kicking and trapping a ball using their feet. Closed skill acquisition from lower grades will be translated into more open skills, allowing for students to begin playing games and activities that use the skills of kicking and trapping.

### State Standards

#### Standard

2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness
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.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
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### Instructional Focus

#### Unit Enduring Understandings

- The proper execution of skills affects performance.
- The concept of a sport can be transferred into real life situations
- Joining a team or an exercise group within your community can help you maintain a healthy lifestyle.
- The many alternative physical activities you can engage in that will enhance your fitness levels while having fun.
- Understand how proper practice of a skill can translate to better execution of that skill in a game/activity setting.

#### 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 proper sportsmanship?
- How can using sports enhance developing a healthy lifestyle?
- How does understanding gross and fine motor skills encourage willingness to participate in sports?
- How can exercising be a social event?
- What does it mean to be fit?

#### Content:

- 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. · The basic mechanics of the movement skills necessary for the specific sport.

#### Skills:

- 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/news/2014/standards/CHPE.pdf>

#### Suggested Resources:

<https://sparkpe.org/curriculum/3-6/>, <http://www.pecentral.org/>

## UNIT 3: Catching and Throwing

### Summary and Rationale

Students will build on prior knowledge and skill acquisition to further advance in the skills of catching and throwing a ball using their feet. Closed skill acquisition from lower grades will be translated into more open skills, allowing for students to begin playing games and activities that use the skills of catching and throwing.

### State Standards

#### Standard

2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness
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.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.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.

### Instructional Focus

#### Unit Enduring Understandings

- The proper execution of skills affects performance.
- The concept of a sport/game can be transferred into real life situations.
- Joining a team or an exercise group within your community can help you maintain a healthy lifestyle.
- The many alternative physical activities you can engage in that will enhance your fitness levels while having fun.

#### 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 proper sportsmanship?
- How can using sports enhance developing a healthy lifestyle?
- How does understanding gross and fine motor skills encourage willingness to participate in sports?
- How can exercising be a social event?
- What does it mean to be fit?
- How does balance and coordination relate to properly throwing an item?
- How does balance and coordination relate to properly catching an item?

#### Content:

- 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.
- The basic mechanics of the movement skills necessary for the specific sport.
- That displaying good sportsmanship and safe behavior enhances the quality of the game for spectators and participants.

#### Skills:

- 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/news/2014/standards/CHPE.pdf>

**Suggested Resources:**

<https://sparkpe.org/curriculum/3-6/>, <http://www.pecentral.org/>

## UNIT 4: Dribbling, Volleying, and Striking

### Summary and Rationale

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.

### State Standards

#### Standard

2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space
2.2.5.MS C.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health related and skill-related fitness

### Instructional Focus

**Unit Enduring Understandings**

- Use effective communication techniques when working with others within a group.
- Develop effective strategies to solve a problem.
- Work collaboratively by sharing ideas to come to a consensus on the best way to solve the problem.
- The proper execution of skills affects performance.
- The concept of a sport/game can be transferred into real life situations.
- Joining a team or an exercise group within your community can help you maintain a healthy lifestyle.
- The many alternative physical activities you can engage in that will enhance your fitness levels while having fun.
- Understand how teams apply offensive, defensive, and cooperative strategies in most sports and activities.

**Unit Essential Questions**

- 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?
- How can using sports skills enhance a healthy life style?
- Why is it important to understand the mechanics of a skill?
- How does engaging in sports activities promote proper sportsmanship?
- How does understanding gross and fine motor skill encourage willingness to participate?
- How can exercising or playing games with friends or a group of people help you maintain a healthy life style?
- How can exercising be a social event?
- How can the skills acquired in this unit be used in a game/activity setting?
- How can practicing these skills individual translate to an improvement during a game?
- How can I use my knowledge of a skill to help others learn?

**Content:**

- 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
- There is a relationship between applying the skills and achieving a successful outcome when participating in sports/games.
- How to apply the manipulative, locomotor and non-locomotor skills in team and individual sports. ·  
The basic mechanics of the movement skills necessary for the specific sport/game.
- That displaying good sportsmanship and safe behavior enhances the quality of the game for spectators and participants.
- Understanding the proper execution of skills encourages participation in a specific activity.
- That displaying good sportsmanship and safe behavior enhances the quality of the activity.
- 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.
- The need to coordinate movement skills and patterns within a group to achieve a desired outcome.
- Basic mechanics of the movement skills necessary for the activity.
- 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.

**Skills:**

- 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/news/2014/standards/CHPE.pdf>

**Suggested Resources:**

<https://sparkpe.org/curriculum/3-6/>, <http://www.pecentral.org/>

## UNIT 5: Fitness & Wellness

### 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 as well as the Fitnessgram Fitness Assessments. The concepts of how exercise and good nutrition work synergistically will be further explored. Students will be introduced to concepts of pulse, heart rate, blood pressure and understand how to relate these concepts to a healthy lifestyle. Further explore the concepts of healthy eating, as it relates to keeping body systems functioning properly.

### State Standards

Standard	
2.1.4 A.2	Determine relationships of personal health practices and activities on an individual's body systems.
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.2.5.N.1	Explain how healthy eating provides energy, helps maintain healthy weight, lower risks of disease, and keeps body systems functioning effectively
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.2.5.N.3	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture
2.2.5.N.2	Create a healthy meal based on nutritional content, value, calories, and cost
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.

2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
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.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.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

## Instructional Focus

### Unit Enduring Understandings

- Staying healthy is a lifelong process that includes various components of wellness
- Maintaining good health requires development of consistent healthy habits
- Staying healthy is a lifelong process that involves knowing and practicing good safety habits
- Controlling stressful situations helps maintain a healthy lifestyle
- Understanding how one's eating habits can affect a healthy lifestyle
- Learning how to check one's pulse, and understand how heart rate relates to exercise.

### Unit Essential Questions

- How does your knowledge of wellness impact your quality of life?
- How do healthy habits improve your overall wellness?
- What is the significance of maintaining a nutritious, balanced, diet to support a healthy lifestyle?
- What causes disease?
- How can we protect against the spread of diseases?
- How does coping with stress affect one's ability to maintain a healthy lifestyle?
- How does social and emotional development impacts all components of wellness?
- How does your ability to recognize unsafe situations and avoid risky decisions to remain safe?
- What does it mean to be safe, and how can you identify unsafe situations?
- What is pulse, heart rate? How do you check your pulse and calculate heart rate?
- What does blood pressure mean? How do you know what a "good" blood pressure reading is?
- How does good eating habits affect performance in physical activity?
- What are the components of a food label?



**Content:**

- Wellness includes other areas that are affected by personal health habits
- How nutritional balance of food impacts wellness
- Food choices impact our health and wellness
- The use of disease prevention strategies helps maintain personal health
- Knowledge about disease encourages health behavior
- Using good safety habits is a way to identify risky situations to remain safe  
Executing basic first aid can benefit one's life and others around them.
- Stress management skills enhance one's ability to cope with a variety of emotional situations
- Many factors at home, school, and in the community influence social and emotional health

**Skills:**

- Identify conflicts and list strategies that can be utilized to prevent and resolve these conflicts.
- List strategies to manage stressful situations.
- Describe ways that people address each other's needs
- Distinguish the characteristics of appropriate and inappropriate adult behavior and who to get help from.
- Identify ways to prevent injuries at home and in the community.
- Explain and demonstrate basic first aid procedures.
- Identify the procedures used to prevent the spread of diseases in the community.
- Explain how diseases and health conditions are preventable.
- Identify how mental health impacts one's wellness.
- Distinguish between healthy and unhealthy food choices and how these choices impact effective functioning of body systems.
- Design a healthy meal based on nutritional content.
- Identify the other dimensions of wellness including physical, social, emotional, and mental.
- Explain how personal health habits support these dimensions and improve the effective function of body systems.
- . Properly read a food label
- . Properly check one's pulse
- Accurately gather one's heart rate (at rest; after exercise)

## Resources

**Core Text:**

<https://www.nj.gov/education/news/2014/standards/CHPE.pdf>

**Suggested Resources:**

<https://sparkpe.org/curriculum/3-6/>

## 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. Unit will emphasize the importance of working together to meet a common goal. Games will be designed to challenge students' problem solving and critical thinking skills, while also still maintaining aspects of physical activity. Develop self-management skills that help with the ability to recognize cope, and express emotions about difficult situations.

### State Standards

#### Standard

2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
2.2.2.B.2	Relate decision-making by self and others to one's health.
2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.2.5.MSC.4	Develop the necessary body control to improve stability during movement and physical activity
2.5.2.A.4	Correct movement errors in response to feedback.
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.5.6 C.2	Apply risks and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.4 B.2	Acknowledge the contribution of team member and choose appropriate ways to motivate and celebrate accomplishments

### Instructional Focus

#### Unit Enduring Understandings

- Verbal and non-verbal communication skills are important an important part of communication.
- Effective communication develops relationships and prevents conflicts.
- Every health related decision can positively or negatively affect your ability to reach your health goals.
- Character traits promote mutual respect and acceptance of others.
- Sharing their time to improve someone's situation can result in positive community interaction.
- There are resources and trusted adults available to assist with your health concerns.
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#### Unit Essential Questions

- How can effective communication skills help you maintain a safe healthy life?
- What other forms of communication can be utilized to express yourself?
- How does decision making affect one's personal health goal?
- How does character building influence one's decision making towards self and others?
- How does volunteering your time make a positive difference in the community?
- Why is it important to be aware of the various health resources available and how to access them?

**Content:**

- The importance of developing verbal and nonverbal communication skills to strengthen interpersonal interaction.
- Effective communication strategies foster respect and reinforce conflict resolutions skills.
- Decision making strategies can help or hinder their achievement of personal health goals.
- Health-related situations require sound decision making.
- Character traits promote positive interaction with others.
- Personal values impact health.
- Creating a service project impacts others
- Communicating health needs to appropriate resources to deal with specific health problems.
- Communicating health concerns to a trusted adult assists in the prevention and treatment of a health problem

**Skills:**

- Identify and demonstrate use of teamwork in various group situations.
- Demonstrate verbal and nonverbal communication skills in group situations that result in a positive outcome.
- Identify resources that can help them make sound decisions related to their health.
- Develop a personal health goal and self-assess
- Explain how character development impacts personal health.
- Explain how respect and good citizenship are important factors for developing a positive attitude within the community to include those with disabilities.
- List the positive outcomes that the project would provide for the community.
- Create a specific service project needed to benefit your community.
- List situations that require assistance from trusted adults and health professionals.
- Identify valid resources for help with health concerns
- Describe types of health resources available in the community.

## Resources

**Core Text:**

<https://www.nj.gov/education/news/2014/standards/CHPE.pdf>

**Suggested Resources:**

<https://sparkpe.org/curriculum/3-6/>, <http://www.pecentral.org/>

## UNIT 7: Health Education

### Summary and Rationale

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. The Unit will introduce puberty and body changes related to adolescence. It will also discuss gender role stereotypes and emphasize all individuals should be treated with respect. The goal is preparation and introduction for further Health Education.

### State Standards

Standard	
2.3.5.HCD M.3	Examine how mental health can impact one’s wellness ( I.e. stress, anxiety, phobias)
2..3.5.HC DM.1	Identify conditions that may affect the human body from working properly, and ways in which the body may respond
2.1.5.SSH. 2	Differentiate between sexual orientation and gender identity
2.1.2.B.2	Explain how foods on My Plate differ in nutritional content and value.
2.1.2.B.3	Summarize information about food found on product labels.
2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
2.3.5.HCD M.2	Describe how to prevent the spread of communicable and infectious diseases and conditions
2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T)

2.2.5.PS.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others
2.1.5.EH.1	Discuss impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family and others
2.1.5.EH.3	Identify different feelings and emotions that may experience and how they might express these emotions (i.e. anger, fear, happiness, sadness, anxiety, hopelessness)
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
2.2.2.B.2	Relate decision-making by self and others to one's health.
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.
2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
2.3.2.A.2	Explain why medicines should be administered as directed.

2.3.5.ATD.3	Describe behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
2.3.5.ATD.1	Identify products that contain alcohol, tobacco, and drugs and explain 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
2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2. C.2.	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
2.4.2.A.3	Determine the factors that contribute to healthy relationships.
2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
2.4.6 B.1	Compare growth patterns of males and females during adolescence
2.1.5.PGD.1	Explain the relationship between sexual intercourse and human reproduction. Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

2.1.5.PGD.2	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
2.1.5.SSH.7	Define teasing, harassment, and bullying and provide examples of behaviors that are inappropriate and harmful to others

### Instructional Focus

**Unit Enduring Understandings:**

- Staying healthy and protecting you from diseases will enhance wellness.
- Staying healthy is a lifelong process that includes various components of wellness
- Maintaining good health requires development of consistent healthy habits
- Staying healthy is a lifelong process that involves knowing and practicing good safety habits.
- Controlling stressful situations helps maintain a healthy lifestyle
- Use of tobacco, alcohol and other drugs has long range effects on one’s health.
- Medicines are used for numerous reasons and should be taken as directed
- It is important to recognize substance abuse and seek appropriate professional help · Healthy relationships require mutual respect
- The family unit influences values, character development, and relationship experiences
- One will be able to understand the physical and emotional challenges puberty brings
- One will understand changes that may occur as they enter adolescence.
- All Individuals should feel welcome and included, regardless of their gender, gender expression, or sexual orientation.
- Pregnancy can be achieved through a variety of methods.
- Differentiate between sexual orientation and gender identity
- Understand the relationship between sexual intercourse and pregnancy

**Unit Essential Questions:**

- How does your knowledge of wellness impact your quality of life?
- How do healthy habits improve your overall wellness?
- What is the significance of maintaining a nutritiously balanced diet to support a healthy lifestyle?
- What does it mean to have a healthy relationship?
- How does the family unit impact relationships in today’s society?
- How does puberty impact an adolescent’s physical, and emotional growth?
- What are some changes a person may notice during puberty?



**Content:**

- How proper nutrition can help one 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.
- Characteristics of a healthy relationship
- What type of changes may a person notice that signals the beginning of puberty
- How puberty occurs at different rates for adolescents
- The physiological process of fertilization
- What personal hygiene and grooming issues may change do to puberty

**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.
- Develop and implement a fitness plan.
- Explain how genetics, environment, and personal lifestyle choices impact their personal growth and development.
- Identify body parts and how they work together to support wellness.
- Develop a definition of wellness.
- Identify common causes of intentional and unintentional injuries among adolescents and strategies to reduce risk.
- Explain strategies to maintain safety in public places and implement when safety is compromised.
- Describe the traffic safety system.
- Explain and demonstrate basic first aid procedures.
- Identify ways to prevent injuries at home and the community.
- Distinguish the characteristics of appropriate and inappropriate behavior.
- List some basic social and emotional needs that people have.
- Determine causes of conflict. List strategies to cope with stress.
- Examine the physical, social and emotional changes that occur during puberty, the effects of these changes may have on an individual and identify trusted adults they can seek assistance from when needed.
- Define how one might know they have begun puberty
- Explain what changes in hygiene may need to occur after puberty has begun

## Resources

**Core Text:**

<https://www.nj.gov/education/news/2014/standards/CHPE.pdf>

**Suggested Resources:**

<https://sparkpe.org/curriculum/3-6/>, <http://www.pecentral.org/>

<https://youtu.be/xcDzMgukh1U>