

Deal School Curriculum



Comprehensive Health and Physical Education Curriculum Guide Grades K - 8

Deal School

Deal, New Jersey

2018

Board of Education

Dennis Melofchik, President
Kaye Jannarone, Vice President

Michael Sorrentino
Donna Rienzo
David Tawil



Administration

Donato Saponaro, Jr.
Superintendent of Schools

Curriculum Writing Committee

Administration

Donato Saponaro, Jr.

Consultant/Curriculum Development

Nick Montesano

Teacher(s)

John Sneddon

Developed and Written

August – November 2014

Revised

December 2018

Board Approved

December 2018

Course Introduction

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2009 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

Recently enacted legislation outlined in the section below

- An emphasis on health literacy, a 21st century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention o Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2009 standards continue to incorporate [New Jersey Legislative Statutes](#) related to the health and well-being of students in New Jersey public schools, including those enacted from 2004 – 2008:

Purpose

Our purpose is to have all of our students acquire the mathematical skills, understandings, and attitudes that they will need to be successful in their careers and daily lives. The following grade span breakdowns highlight the focus skills for each grade span.

Deal School Curriculum

Grade K - 2 Comprehensive Health and Physical Education – Fitness

Desired Outcomes

- 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.
- 2.6.2.A.3** Develop a fitness goal and monitor progress towards achievement of the goal.

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 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.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

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?

Learners will know...

- Appropriate types and amounts of physical activity enhance personal health.

Learners will be able to....

- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.

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

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
<https://sparkpe.org/>
www.njahperd.org

Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vQpxMic3XpjYcaEy751hP73uhmcdoyjDC3E2MUsKSbiqJdvqC7Nmzy8REKe4SHAHCOEKDCxYpjOUtXI/pub>

21st 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 and Sexuality

Desired Outcomes

- 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.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● The family unit encompasses the diversity of family forms in contemporary society. ● Gender-specific similarities and differences exist between males and females. ● The health of the birth mother impacts the development of the fetus. 	<ul style="list-style-type: none"> ● Compare and contrast different kinds of families locally and globally. ● Distinguish the roles and responsibilities of different family members. ● Determine the factors that contribute to healthy relationships. ● Compare and contrast the physical differences and similarities of the genders. ● Explain the factors that contribute to a mother having a healthy baby.

Suggested Learning Plan

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

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.pecentral.org
<https://sparkpe.org/>
www.njahperd.org

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vR1vvKFGmHW_N9_fL0uJf6Rr9jxehWt5y8xzL7hQYCvw9PseyxLbybbAAD4rIHRtuPbQf7VmJcZyt1n/pub

21st 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 – Integrated Skills

Desired Outcomes

- 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.C.2** Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
- 2.2.2.D.1** Determine the benefits for oneself and others of participating in a class or school service activity.
- 2.2.2.E.1** Determine where to access home, school, and community health professionals.

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.
4. Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service.
5. Character is who you are when no one is looking.
6. Leadership and advocacy to

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 and what should I just let happen?
- How are character and health related? What aspects of our character can be changed?
- To what extent do outside influences shape values?
- How can you inspire others to address health issues?
- Where do I go to access

<p>promote personal and community wellness can impact the immediate community and society as a whole.</p> <p>7. There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</p>	<p>information about good health and fitness services?</p>
---	--

<p>Learners will know...</p>	<p>Learners will be able to....</p>
-------------------------------------	--

<ul style="list-style-type: none"> ● Effective communication may be a determining factor in the outcome of health- and safety-related situations. ● Effective decision-making skills foster healthier lifestyle choices. ● Character traits are often evident in behaviors exhibited by individuals when interacting with others. ● Service projects provide an opportunity to have a positive impact on the lives of self and others. ● Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information. 	<ul style="list-style-type: none"> ● Express needs, wants, and feelings in health- and safety-related situations. ● Explain what a decision is and why it is advantageous to think before acting. ● Relate decision-making by self and others to one’s health. ● Determine ways parents, peers, technology, culture, and the media influence health decisions. ● Select a personal health goal and explain why setting a goal is important. ● Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. ● Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities. ● Determine the benefits for oneself and others of participating in a class or school service activity. ● Determine where to access home, school, and community health professionals.
--	---

Suggested Learning Plan

<p>5 minutes of review from previous class and any questions students may have</p> <p>10 minutes going over what we will be talking about for the day/ topic of discussion</p> <p>5 minutes think pair share</p> <p>5 minutes question/answer session with teacher</p> <p>10 minutes activity or culminating assessment</p> <p>5 minute closing and closing statements/questions</p>
--

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.pecentral.org

<https://sparkpe.org/>

www.njahperd.org

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vR1vvKFGmHW_N9_fL0uJf6Rr9jxehWt5y8xzL7hQYCvw9PseyxLbybbAAD4rIHRtuPbQf7VmJcZyt1n/pub

21st 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 – Motor Skill Development

Desired Outcomes

- 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.
- 2.5.2.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.B.1** Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- 2.5.2.B.2** Explain the difference between offense and defense.
- 2.5.2.B.3** Determine how attitude impacts physical performance.
- 2.5.2.B.4** Demonstrate strategies that enable team members to achieve goals.
- 2.5.2.C.1** Explain what it means to demonstrate good sportsmanship.
- 2.5.2.C.2** Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe 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.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship,

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

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
<https://sparkpe.org/>
www.njahperd.org

Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vQpxMic3XpjYcaEy751hP73uhmcdoyjDC3E2MUsKSbqjdvqC7Nmzy8REKe4SHAHCOEKDCxYpjOUtXI/pub>

21st 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 - Wellness

Desired Outcomes

- 2.1.2.A.1** Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.A.2** Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- 2.1.2.B.1** Explain why some foods are healthier to eat than others.
- 2.1.2.B.2** Explain how foods in the food pyramid 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.
- 2.1.2.C.2** Summarize strategies to prevent the spread of common diseases and health conditions.
- 2.1.2.C.3** Determine how personal feelings can affect one’s wellness.
- 2.1.2.D.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.
- 2.1.2.D.3** Identify procedures associated with pedestrian, bicycle, and traffic safety.
- 2.1.2.E.1** Identify basic social and emotional needs of all people.
- 2.1.2.E.2** Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- 2.1.2.E.3** Explain healthy ways of coping with common stressful situations experienced by children.

Enduring Understandings

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices.
- There are many short and long term health benefits and risks associated with nutritional choices
- Current and emerging diagnostic, prevention and treatment strategies can help people live

Essential Questions

- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- What causes optimal growth and development?
- What makes a food healthy?
- To what extent can we keep ourselves disease free?
- What is the difference between healthy and unhealthy risks?
- How can you learn to like yourself and others?

<p>healthier and longer than ever before.</p> <ul style="list-style-type: none"> ● Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. <p>Developing self esteem, resiliency, tolerance and coping skills support social and emotional health.</p>	
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Health-enhancing behaviors contribute to wellness. ● Choosing a balanced variety of nutritious foods contributes to wellness. ● Knowledge about diseases and disease prevention promotes health-enhancing behaviors. ● Using personal safety strategies reduces the number of injuries to self and others. ● Many factors at home, school, and in the community impact social and emotional health. 	<ul style="list-style-type: none"> ● Explain what being “well” means and identify self-care practices that support wellness. ● Use correct terminology to identify body parts, and explain how body parts work together to support wellness. ● Explain why some foods are healthier to eat than others. ● Explain how foods in the food pyramid differ in nutritional content and value. ● Summarize information about food found on product labels. ● Summarize symptoms of common diseases and health conditions. ● Summarize strategies to prevent the spread of common diseases and health conditions. ● Determine how personal feelings can affect one’s wellness. ● Identify ways to prevent injuries at home, school, and in the community. ● Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. ● Identify procedures associated with pedestrian, bicycle, and traffic safety. ● Identify basic social and emotional needs of all people.

- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.

Suggested Learning Plan

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

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.pecentral.org
<https://sparkpe.org/>
www.njahperd.org

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vR1vvKFGmHW_N9_fL0uJf6Rr9jxehWt5y8xzL7hQYCvw9PseyxLbybbAAD4rIHRtuPbQf7VmJcZyt1n/pub

21st 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

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.

Annual Pacing Guide
Grade Level: K-2
Subject: Physical Education

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

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



Working document.

Update as needed

Deal School Curriculum

Grades 3 - 4 Comprehensive Health and Physical Education – Fitness

Desired Outcomes

2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.

2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.

2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

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 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.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Essential Questions

- What is the minimum 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?

Learners will know...

- Each component of fitness contributes to personal health as well as motor skill performance.

Learners will be able to...

- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Participate in moderate to vigorous age-appropriate activities that address each component of health-related and

	<p>skill-related fitness.</p> <ul style="list-style-type: none"> • Develop a health-related fitness goal and track progress using health/fitness indicators. • Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
--	--

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

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
<https://sparkpe.org/>
www.njahperd.org

Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vT0wOxjT8GobXNeQYW0vWXhn8iXl2LpgYXtOjiH5la4LLh6yb8Do3t8MeBs-jXqlbCMDkkBX3iOUXee/pub>

21st 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 - 4 Comprehensive Health and Physical Education – Human Relationships and Sexuality

Desired Outcomes

- 2.4.4.A.1** Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.
- 2.4.4.A.2** Explain why healthy relationships are fostered in some families and not in others.
- 2.4.4.B.1** Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- 2.4.4.C.1** Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
- 2.4.4.C.2** Relate the health of the birth mother to the development of a healthy fetus.

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?
- How do we know when a relationship is not worth saving?

Learners will know...

- The family unit encompasses the diversity of family forms in contemporary society.
- Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.
- 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

Learners will be able to....

- Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.
- Explain why healthy relationships are fostered in some families and not in others.
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- Explain the process of fertilization and how cells divide

<p>healthy environment should be provided for the pregnant mother.</p> <ul style="list-style-type: none"> • The health of the birth mother impacts the development of the fetus. 	<p>to create an embryo/fetus that grows and develops during pregnancy.</p> <ul style="list-style-type: none"> • Relate the health of the birth mother to the development of a healthy fetus.
---	---

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
<https://sparkpe.org/>
www.njahperd.org

Pacing Guide

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

21st 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 - 4 Comprehensive Health and Physical Education – Integrated Skills

Desired Outcomes

2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.

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.

2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.

2.2.4.B.4 Develop a personal health goal and track progress.

2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.

2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.

2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.

2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.

2.2.2.E.1 Determine where to access home, school, and community health professionals.

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.
4. Character can be developed and supported through individual and group activities, the influence of positive role models and

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 and what should I just let happen?
- How are character and health related? What aspects of our character can be changed?

<p>involvement in community 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"> ● To what extent do outside influences shape values? ● How can you inspire others to address health issues? ● Where do I go to access information about good health and fitness services?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Effective communication may be a determining factor in the outcome of health- and safety-related situations. ● Many health-related situations require the application of a thoughtful decision-making process. ● Personal core ethical values impact the health of oneself and others. ● Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. ● Service projects provide an opportunity to have a positive impact on the lives of self and others. ● Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information. 	<ul style="list-style-type: none"> ● Demonstrate effective interpersonal communication in health- and safety-related situations. ● Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. ● Use the decision-making process when addressing health-related issues. ● Differentiate between situations when a health-related decision should be made independently or with the help of others. ● Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. ● Develop a personal health goal and track progress. ● Determine how an individual's character develops over time and impacts personal health. ● Explain why core ethical values are important in the local and world community. ● Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. ● Explain the impact of participation in different kinds of

	<p>service projects on community wellness.</p> <ul style="list-style-type: none"> • 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

Pacing Guide

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

21st 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 - 4 Comprehensive Health and Physical Education – Motor Skill Development

Desired Outcomes

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.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.

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> <p>1. Sport psychology techniques prepare athletes to compete at the optimum level.</p>	
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. ● Ongoing feedback impacts improvement and effectiveness of movement actions. ● Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. ● Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	<ul style="list-style-type: none"> ● Explain and perform essential elements of movement skills in both isolated settings and applied settings. ● Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. ● Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. ● Correct movement errors in response to feedback and explain how the change improves performance. ● Explain and demonstrate the use of basic offensive and defensive strategies. ● Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. ● Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer. ● Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
<p>Suggested Learning Plan</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-1vSFuEGS4I8Frmc8k2cWYrXkl545jZUCzXORyEOnud6nesVOT3Gzgh_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

Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vTOWOxjT8GobXNeQYWovWXhn8iXI2LpgYXtOjiH5la4LLh6yb8Do3t8MeBs-jXqlbCMDkkBX3iOUXee/pub>

21st 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 - 4 Comprehensive Health and Physical Education - Wellness

Desired Outcomes

- 2.1.4.A.1** Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
- 2.1.4.A.2** Determine the relationship of personal health practices and behaviors on an individual's body systems.
- 2.1.4.B.1** Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.1.4.B.2** Differentiate between healthy and unhealthy eating practices.
- 2.1.4.B.3** Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.1.4.B.4** Interpret food product labels based on nutritional content.
- 2.1.4.C.1** Explain how most diseases and health conditions are preventable.
- 2.1.4.C.2** Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
- 2.1.4.C.3** Explain how mental health impacts one's wellness.
- 2.1.4.D.1** Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- 2.1.4.D.2** Summarize the various forms of abuse and ways to get help.
- 2.1.4.D.3** Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- 2.1.4.D.4** Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
- 2.1.4.E.1** Compare and contrast how individuals and families attempt to address basic human needs.
- 2.1.4.E.2** Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
- 2.1.4.E.3** Determine ways to cope with rejection, loss, and separation.
- 2.1.4.E.4** Summarize the causes of stress and explain ways to deal with stressful situations.

Enduring Understandings

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- An individual's health at different life stages is dependent on

Essential Questions

- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- What causes optimal growth and development?
- What makes a food healthy?
- To what extent can we keep

<p>heredity, environmental factors and lifestyle choices.</p> <ul style="list-style-type: none"> ● There are many short and long term health benefits and risks associated with nutritional choices ● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. <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>	<p>ourselves disease free?</p> <ul style="list-style-type: none"> ● What is the difference between healthy and unhealthy risks? ● How can you learn to like yourself and others?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● The dimensions of wellness are interrelated and impact overall personal well-being. ● Choosing a balanced variety of nutritious foods contributes to wellness. ● The use of disease prevention strategies in home, school, and community promotes personal health. ● Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. ● Applying first-aid procedures can minimize injury and save lives. ● Many factors at home, school, and in the community impact social and emotional health. ● Stress management skills impact an individual's ability to cope with different types of emotional situations. 	<ul style="list-style-type: none"> ● Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. ● Determine the relationship of personal health practices and behaviors on an individual's body systems. ● Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● Differentiate between healthy and unhealthy eating practices. ● Create a healthy meal based on nutritional content, value, calories, and cost. ● Interpret food product labels based on nutritional content. ● Explain how most diseases and health conditions are preventable. ● Justify how the use of universal precautions, sanitation and waste

	<p>disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</p> <ul style="list-style-type: none"> ● Explain how mental health impacts one’s wellness. ● Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community. ● Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation. ● Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning. ● Compare and contrast how individuals and families attempt to address basic human needs. ● Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. ● Determine ways to cope with rejection, loss, and separation. ● Summarize the causes of stress and explain ways to deal with stressful situations.
--	--

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

Pacing Guide

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

21st 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

Annual Pacing Guide

Grade Level: 3-4

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> Communication, 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

Annual Pacing Guide
Grade Level: 3-4
Subject: Physical Education

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

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



Working document.

Update as needed

Deal School Curriculum

Grades 5 - 6 Comprehensive Health and Physical Education – Fitness

Desired Outcomes

- 2.6.6.A.1** Analyze the social, emotional, and health benefits of selected physical experiences.
- 2.6.6.A.2** Determine to what extent various activities improve skill-related fitness versus health-related fitness.
- 2.6.6.A.3** Develop and implement a fitness plan based on the assessment of one’s personal fitness level, and monitor health/fitness indicators before, during, and after the program.
- 2.6.6.A.4** Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
- 2.6.6.A.5** Relate physical activity, healthy eating, and body composition to personal fitness and health.
- 2.6.6.A.6** Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- 2.6.6.A.7** Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

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 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.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Essential Questions

- What is the minimum 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?

Learners will know...

Learners will be able to....

<ul style="list-style-type: none"> Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. 	<ul style="list-style-type: none"> Analyze the social, emotional, and health benefits of selected physical experiences. Determine to what extent various activities improve skill-related fitness versus health-related fitness. Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. Relate physical activity, healthy eating, and body composition to personal fitness and health. Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
---	---

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

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

Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vRO8ciPWc1yrW6BjyMHQIgDfW46pSCpYZSy1FraM5fxEFi43P9MU520TnRYs1GsmUAuw53gMcKjB0mN/pub>

21st 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-4.8.1.DCI-1 Motion energy is properly called kinetic energy it is proportional to the mass of the moving object and grows with the square of its speed.

English Language Arts

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

Math

4.10.6.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example How old am I is not a statistical question but How old are the students in my school is a statistical question because one anticipates variability in students ages.

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.

Accomodations

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 5 - 6 Comprehensive Health and Physical Education – Human Relationships and Sexuality

Desired Outcomes

- 2.4.6.A.1** Compare and contrast how families may change over time.
- 2.4.6.A.2** Analyze the characteristics of healthy friendships and other relationships.
- 2.4.6.A.3** Examine the types of relationships adolescents may experience.
- 2.4.6.A.4** Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- 2.4.6.A.5** Compare and contrast the role of dating and dating behaviors in adolescence.
- 2.4.6.B.1** Compare growth patterns of males and females during adolescence.
- 2.4.6.B.2** Summarize strategies to remain abstinent and resist pressures to become sexually active.
- 2.4.6.B.3** Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
- 2.4.6.B.4** Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- 2.4.6.C.1** Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- 2.4.6.C.2** Identify the signs and symptoms of pregnancy.
- 2.4.6.C.3** Identify prenatal practices that support a healthy pregnancy.
- 2.4.6.C.4** Predict challenges that may be faced by adolescent parents and their families.

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 opportunities that present themselves may influence a person to become sexually active.

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?
- How do you know when you are ready to have a child?

<ul style="list-style-type: none"> ● Learning about sexuality and discussing sexual issues is critical for sexual health, but is a sensitive and challenging process. ● There are many additional challenges that confront those who are not heterosexual. ● Raising a child requires physical, economic, emotional, social and intellectual commitment. ● Prenatal care has a direct impact on the delivery and long-term health of the child. 	
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Healthy relationships require a mutual commitment. ● Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates. ● Responsible actions regarding sexual behavior impact the health of oneself and others. ● Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother. ● Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood. 	<ul style="list-style-type: none"> ● Compare and contrast how families may change over time. ● Analyze the characteristics of healthy friendships and other relationships ● Examine the types of relationships adolescents may experience. ● Demonstrate successful resolution of a problem(s) among friends and in other relationships. ● Compare and contrast the role of dating and dating behaviors in adolescence. ● Compare growth patterns of males and females during adolescence. ● Summarize strategies to remain abstinent and resist pressures to become sexually active. ● Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. ● Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. ● Summarize the sequence of fertilization, embryonic growth, and fetal development during

- pregnancy.
- Identify the signs and symptoms of pregnancy.
- Identify prenatal practices that support a healthy pregnancy.
- Predict challenges that may be faced by adolescent parents and their families.

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

Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vQpK1QwaaMkaphOZKPauQvmGz4zic4BOopVDNbD5JJDwzc1EOCE1SDr3toB4FQIA0RMaQFeYGA08bKW/pub>

21st 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-4.8.1.DCI-1 Motion energy is properly called kinetic energy it is proportional to the mass of the moving object and grows with the square of its speed.

English Language Arts

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

Math

4.10.6.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example How old am I is not a statistical question but How old are the students in my school is a statistical question because one anticipates variability in students ages.

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.

Accomodations

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 5 - 6 Comprehensive Health and Physical Education – Integrated Skills

Desired Outcomes

- 2.2.6.A.1** Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
- 2.2.6.A.2** Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
- 2.2.6.B.1** Use effective decision-making strategies.
- 2.2.6.B.2** Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- 2.2.6.B.3** Determine how conflicting interests may influence one's decisions.
- 2.2.6.B.4** Apply personal health data and information to support achievement of one's short- and long-term health goals.
- 2.2.6.C.1** Explain how character and core ethical values can be useful in addressing challenging situations.
- 2.2.6.C.2** Predict situations that may challenge an individual's core ethical values.
- 2.2.6.C.3** Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
- 2.2.6.D.1** Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
- 2.2.6.D.2** Develop a position about a health issue in order to inform peers.
- 2.2.6.E.1** Determine the validity and reliability of different types of health resources.
- 2.2.6.E.2** Distinguish health issues that warrant support from trusted adults or health professionals.

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.
4. Character can be developed and supported through individual and group activities, the influence of

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 and what should I just let happen?
- How are character and health related? What aspects of our

<p>positive role models and involvement in community service.</p> <ol style="list-style-type: none"> 5. Character is who you are when no one is looking. 6. Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole. 7. There are numerous health and fitness programs available that provide a variety of services. Not all are created equal. 	<p>character can be changed?</p> <ul style="list-style-type: none"> ● To what extent do outside influences shape values? ● How can you inspire others to address health issues? ● Where do I go to access information about good health and fitness services?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Effective communication may be a determining factor in the outcome of health- and safety-related situations. ● Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. ● Personal core ethical values impact the behavior of oneself and others. ● Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence. ● Participation in social and health- or service-organization initiatives have a positive social impact. ● Health literacy includes the ability to compare and evaluate health resources. ● Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. 	<ul style="list-style-type: none"> ● Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. ● Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. ● Use effective decision-making strategies. ● Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. ● Determine how conflicting interests may influence one's decisions. ● Apply personal health data and information to support achievement of one's short- and long-term health goals. ● Explain how character and core ethical values can be useful in addressing challenging situations. ● Predict situations that may challenge an individual's core ethical values. ● Develop ways to proactively include peers with disabilities at home, at school, and in

	<p>community activities.</p> <ul style="list-style-type: none"> ● Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. ● Develop a position about a health issue in order to inform peers. ● Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. ● Determine the validity and reliability of different types of health resources. ● Distinguish health issues that warrant support from trusted adults or health professionals.
--	--

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

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

Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vQpK1QwaaMkaphOZKPauQvmGz4zic4BOopVDNbD5JJDwzc1EOCE1SDr3toB4FQIA0RMaQFeYGA08bKW/pub>

21st 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-4.8.1.DCI-1 Motion energy is properly called kinetic energy it is proportional to the mass of the moving object and grows with the square of its speed.

English Language Arts

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

Math

- 4.10.6.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example How old am I is not a statistical question but How old are the students in my school is a statistical question because one anticipates variability in students ages.

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.

Accomodations

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 5 - 6 Comprehensive Health and Physical Education – Motor Skill Development

Desired Outcomes

- 2.5.6.A.1** Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2.5.6.A.2** Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- 2.5.6.A.3** Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
- 2.5.6.A.4** Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- 2.5.6.B.1** Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- 2.5.6.B.2** Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- 2.5.6.C.1** Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- 2.5.6.C.2** Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- 2.5.6.C.3** Relate the origin and rules associated with certain games, sports, and dances to different cultures.

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?
- How can I become more mentally prepared for competition and

<ul style="list-style-type: none"> ● 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. ● Sport psychology techniques prepare athletes to compete at the optimum level. 	<p>sports performance?</p>
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. ● Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others. ● There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. ● Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. ● There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. 	<ul style="list-style-type: none"> ● Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings and applied settings. ● Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. ● Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music. ● Use self-evaluation and external feedback to detect and correct errors in one's movement performance. ● Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. ● Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. ● Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. ● Apply rules and procedures for

	<p>specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p> <ul style="list-style-type: none"> • Relate the origin and rules associated with certain games, sports, and dances to different cultures.
--	--

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

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

Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vR08ciPWc1yrW6BjyMHQIgDfW46pSCpYZSy1FraM5fxEFi43P9MU520TnRYs1GsmUAuw53gMcKjB0mN/pub>

21st 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-4.8.1.DCI-1 Motion energy is properly called kinetic energy it is proportional to the mass of the moving object and grows with the square of its speed.

English Language Arts

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

Math

4.10.6.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example How old am I is not a statistical question but How old are the students in my school is a statistical question because one anticipates variability in students ages.

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.

Accomodations

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 5 - 6 Comprehensive Health and Physical Education - Wellness

Desired Outcomes

- 2.1.6.A.1** Explain how health data can be used to assess and improve each dimension of personal wellness.
- 2.1.6.A.2** Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
- 2.1.6.A.3** Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
- 2.1.6.B.1** Determine factors that influence food choices and eating patterns.
- 2.1.6.B.2** Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
- 2.1.6.B.3** Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
- 2.1.6.B.4** Compare and contrast nutritional information on similar food products in order to make informed choices.
- 2.1.6.C.1** Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- 2.1.6.C.2** Determine the impact of public health strategies in preventing diseases and health conditions.
- 2.1.6.C.3** Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
- 2.1.6.D.1** Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
- 2.1.6.D.2** Explain what to do if abuse is suspected or occurs.
- 2.1.6.D.3** Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
- 2.1.6.D.4** Assess when to use basic first-aid procedures.
- 2.1.6.E.1** Examine how personal assets and protective factors support healthy social and emotional development.
- 2.1.6.E.2** Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- 2.1.6.E.3** Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Enduring Understandings

- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- An individual's health at different life stages is dependent on

Essential Questions

- What are the consequences (especially unforeseen) of our choices in terms of wellness?
- What causes optimal growth and development?
- What makes a food healthy?
- To what extent can we keep

<p>heredity, environmental factors and lifestyle choices.</p> <ul style="list-style-type: none"> ● There are many short and long term health benefits and risks associated with nutritional choices ● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. ● 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>ourselves disease free?</p> <ul style="list-style-type: none"> ● What is the difference between healthy and unhealthy risks? ● How can you learn to like yourself and others?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Staying healthy is a lifelong process that includes all dimensions of wellness. ● Eating patterns are influenced by a variety of factors. ● The early detection and treatment of diseases and health conditions impact one's health. ● Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. ● Applying first-aid procedures can minimize injury and save lives. ● Social and emotional development impacts all components of wellness. ● 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 	<ul style="list-style-type: none"> ● Explain how health data can be used to assess and improve each dimension of personal wellness. ● Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. ● Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. ● Determine factors that influence food choices and eating patterns. ● Summarize the benefits and risks associated with nutritional choices, based on eating patterns. ● Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. ● Compare and contrast nutritional information on similar food products in order to make informed choices. ● Summarize means of detecting

<p>conflict.</p> <ul style="list-style-type: none"> ● Stress management skills impact an individual’s ability to cope with different types of emotional situations. 	<p>and treating diseases and health conditions that are prevalent in adolescents.</p> <ul style="list-style-type: none"> ● Determine the impact of public health strategies in preventing diseases and health conditions. ● Compare and contrast common mental illnesses and ways to detect and treat them. ● Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. ● Explain what to do if abuse is suspected or occurs. ● Summarize the components of the traffic safety system and explain how people contribute to making the system effective. ● Assess when to use basic first-aid procedures. ● Examine how personal assets and protective factors support healthy social and emotional development. ● Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. ● Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
--	---

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

Pacing Guide

<https://docs.google.com/document/d/e/2PACX-1vQpK1QwaaMkaphOZKPauQymGz4zic4BOopVDNbD5JJDwzc1EOCE1SDr3toB4FQIA0RMaQFeYGA08bKW/pub>

21st 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-4.8.1.DCI-1 Motion energy is properly called kinetic energy it is proportional to the mass of the moving object and grows with the square of its speed.

English Language Arts

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

Math

4.10.6.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example How old am I is not a statistical question but How old are the students in my school is a statistical question because one anticipates variability in students ages.

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.

Accomodations

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

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

Annual Pacing Guide

Grade Level: 5-6

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> -Dance/Rhythmic Movement -Fitness	<u>Unit 8</u> -Fitness Testing	<u>Unit 9</u> -Racquet Sports -Flag Football -Fitness	<u>Unit 10</u> -Softball -Fitness



Working document.

Update as needed

Deal School Curriculum	
Grades 7 - 8 Comprehensive Health and Physical Education – Fitness	
Desired Outcomes	
<p>2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.</p> <p>2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</p> <p>2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</p> <p>2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.</p>	
Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● 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 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. ● Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. 	<ul style="list-style-type: none"> ● What is the minimum 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?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status. 	<ul style="list-style-type: none"> ● Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. ● Use health data to develop and implement a personal fitness plan

	<p>and evaluate its effectiveness.</p> <ul style="list-style-type: none"> ● Analyze how medical and technological advances impact personal fitness. ● Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. ● Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. ● Determine the physical, behavioral, legal, and ethical consequences of the use of 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

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.pcentral.org
<https://sparkpe.org/>
www.njahperd.org

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRu-FiKaTef63KvGnaVswACFJ4_A4iKd2yT4isCC6lPLXx1Unymcz1KgXHUX9zMewlhXFNz

21st 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 7 - 8 Comprehensive Health and Physical Education – Human Relationships and Sexuality

Desired Outcomes

- 2.4.8.A.1** Predict how changes within a family can impact family members.
- 2.4.8.A.2** Explain how the family unit impacts character development.
- 2.4.8.A.3** Explain when the services of professionals are needed to intervene in relationships.
- 2.4.8.A.4** Differentiate between affection, love, commitment, and sexual attraction.
- 2.4.8.A.5** Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
- 2.4.8.A.6** Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
- 2.4.8.B.1** Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.
- 2.4.8.B.2** Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
- 2.4.8.B.3** Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
- 2.4.8.B.4** Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
- 2.4.8.B.5** Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
- 2.4.8.B.6** Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.
- 2.4.8.C.1** Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
- 2.4.8.C.2** 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.
- 2.4.8.C.3** Determine effective strategies and resources to assist with parenting.
- 2.4.8.C.4** Predict short- and long-term impacts of teen pregnancy.
- 2.4.8.C.5** Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

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.

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?

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

<p>parenthood are significant events that cause numerous changes in one's life and the lives of others.</p>	<p>hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.</p> <ul style="list-style-type: none">● Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.● Compare and contrast methods of contraception used by adolescents and factors that may influence their use.● Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.● Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.● Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.● Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.● 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.● Determine effective strategies and resources to assist with parenting.● Predict short- and long-term impacts of teen pregnancy.● Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
---	---

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
<https://sparkpe.org/>
www.njahperd.org

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSM0FYWTmJFTc2RDv5xdpLrfRziAGtI1rXshAOS-H_oLdv78XhmqW8XBBlMiyOvoiLwSLPIb7MzaazE/pub

21st 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 7 - 8 Comprehensive Health and Physical Education – Integrated Skills

Desired Outcomes

2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

2.2.8.B.1 Predict social situations that may require the use of decision-making skills.

2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.

2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.

2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.

2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.

2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness.

2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.

2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.

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.
4. Character can be developed and supported through individual and group activities, the influence of positive role models and

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 and what should I just let happen?
- How are character and health related? What aspects of our character can be changed?

<p>involvement in community 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> <p>7. There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</p>	<ul style="list-style-type: none"> ● To what extent do outside influences shape values? ● How can you inspire others to address health issues? ● Where do I go to access information about good health and fitness services?
<p>Learners will know...</p>	<p>Learners will be able to....</p>
<ul style="list-style-type: none"> ● Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. ● Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. ● Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. ● Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values. ● Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment. ● Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue 	<ul style="list-style-type: none"> ● Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. ● Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. ● Predict social situations that may require the use of decision-making skills. ● Justify when individual or collaborative decision-making is appropriate. ● Analyze factors that support or hinder the achievement of personal health goals during different life stages. ● Analyze strategies to enhance character development in individual, group, and team activities. ● Analyze to what extent various cultures have responded effectively to individuals with disabilities. ● Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at

<p>and developing and implementing strategies to motivate others to address the issue.</p> <ul style="list-style-type: none"> ● Potential solutions to health issues are dependent on health literacy and available resources. ● Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. 	<p>home, locally, and in the worldwide community.</p> <ul style="list-style-type: none"> ● Plan and implement volunteer activities to benefit a local, state, national, or world health initiative. ● Defend a position on a health or social issue to activate community awareness and responsiveness. ● Evaluate various health products, services, and resources from different sources, including the Internet. ● Compare and contrast situations that require support from trusted adults or 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

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

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSM0FYWTmJFTC2RDv5xdpLrfRziAGtI1rXshAOS-H_oLdv78XhmqW8XBBIMiyOvoiLwSLPib7MzaazE/pub

21st 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 7 - 8 Comprehensive Health and Physical Education – Motor Skill Development

Desired Outcomes

2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.

2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.

2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small group, and team activities.

2.5.8.C.3 Analyze the impact of different world cultures on present-day games, sports, and dance.

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

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

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

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
<https://sparkpe.org/>
www.njahperd.org

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vRu-FiKaTef63KvGnaVswACFJ4_A4iKd2yT4isCC6lPLXx1Unymcz1KgXHUX9zMewlhXFNzQn3dgxZE/pub

21st 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 7 - 8 Comprehensive Health and Physical Education - Wellness

Desired Outcomes

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

2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.

2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.

2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.

2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.

2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.

2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.

2.1.8.B.4 Analyze the nutritional values of new products and supplements.

2.1.8.C.1 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.

2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.

2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.

2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.

2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system.

2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.

2.1.8.E.2 Determine the effectiveness of existing home, school, and community

efforts to address social and emotional health and prevent conflict.
2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.

2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. ● An individual’s health at different life stages is dependent on heredity, environmental factors and lifestyle choices. ● There are many short and long term health benefits and risks associated with nutritional choices ● Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. ● 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. 	<ul style="list-style-type: none"> ● What are the consequences (especially unforeseen) of our choices in terms of wellness? ● What causes optimal growth and development? ● What makes a food healthy? ● To what extent can we keep ourselves disease free? ● What is the difference between healthy and unhealthy risks? ● How can you learn to like yourself and others?
Learners will know...	Learners will be able to....
<ul style="list-style-type: none"> ● Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly. ● Eating patterns are influenced by a variety of factors. ● The prevention and control of diseases and health conditions are affected by many factors. ● Evaluating the potential for injury prior to engaging in 	<ul style="list-style-type: none"> ● Assess and apply health data to enhance each dimension of personal wellness. ● Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. ● Relate advances in technology to maintaining and improving personal health.

<p>unhealthy/risky behaviors impacts choices.</p> <ul style="list-style-type: none">● Applying first-aid procedures can minimize injury and save lives.● Social and emotional development impacts all components of wellness.● 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.● Stress management skills impact an individual's ability to cope with different types of emotional situations.	<ul style="list-style-type: none">● Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.● Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.● Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.● Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.● Analyze the nutritional values of new products and supplements.● 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.● Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.● Analyze the impact of mental illness on physical, social, and emotional well-being.● Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.● Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
---	---

	<ul style="list-style-type: none"> ● Analyze the causes and the consequences of noncompliance with the traffic safety system. ● Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning. ● Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health. ● Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. ● Explain how culture influences the ways families and groups cope with crisis and change. ● Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
--	--

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
<https://sparkpe.org/>
www.njahperd.org

Pacing Guide

https://docs.google.com/document/d/e/2PACX-1vSM0FYWTmJFTc2RDv5xdpLrfRziAGtI1rXshAOS-H_oLdv78XhmqW8XBBIMiyOvoiLwSLPIb7MzaazE/pub

21st 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

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

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



Working document.

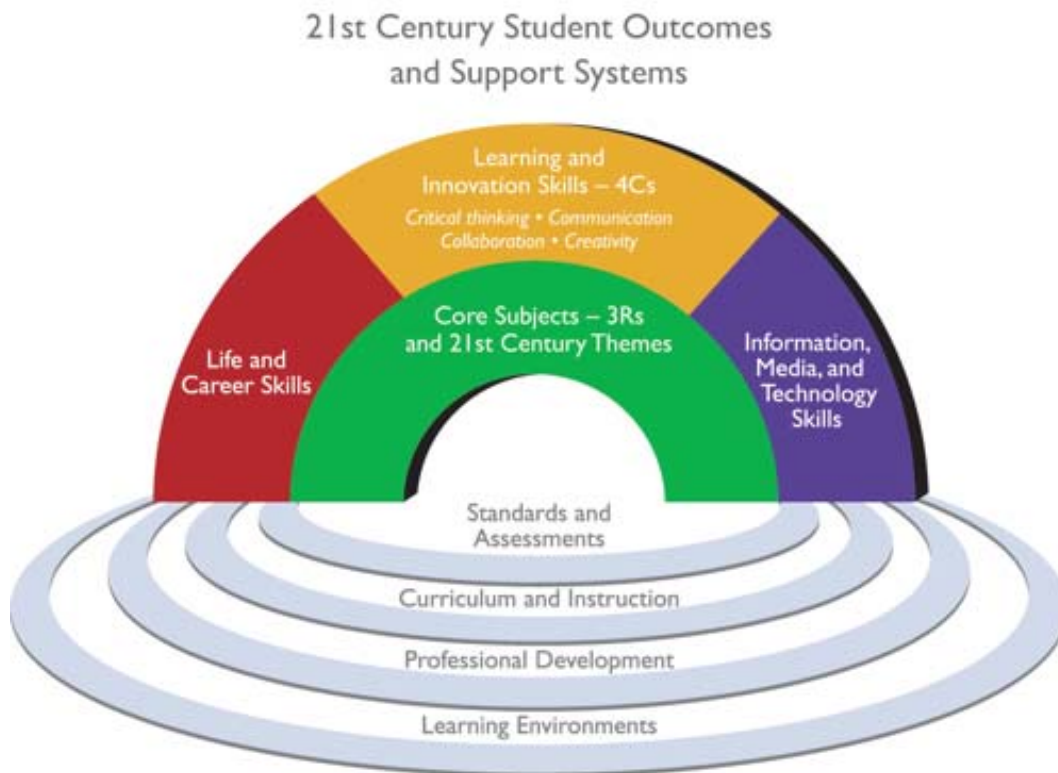
Update as needed

21st Century Skills and Themes

To successfully face rigorous higher education coursework, career challenges and a globally competitive workforce in the 21st Century, Deal Elementary School must align classroom environments with real world environments by fusing the 3Rs and 4Cs:

The 3Rs include: English, reading or language arts; mathematics; science; foreign languages; civics; government; economics; arts; history; and geography. The 4Cs include: critical thinking and problem solving; communication, collaboration; and creativity and innovation.

The key elements of 21st century learning are represented in the graphic and descriptions below. The graphic represents both 21st century student outcomes (as represented by the arches of the rainbow) and 21st century learning support systems (as represented by the pools at the bottom).



Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication, and collaboration is essential to prepare students for the future.

The skills:

Creativity and Innovation

- Think Creatively
 - Use a wide range of idea creation techniques (such as brainstorming)
 - Create new and worthwhile ideas (both incremental and radical concepts)
 - Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- Work Creatively with Others
 - Develop, implement and communicate new ideas to others effectively
 - Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
 - Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
 - View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes
- Implement Innovations
 - Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

Critical Thinking and Problem Solving

- Reason Effectively
 - Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation
- Use Systems Thinking
 - Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems
- Make Judgments and Decisions
 - Effectively analyze and evaluate evidence, arguments, claims and beliefs
 - Analyze and evaluate major alternative points of view
 - Synthesize and make connections between information and arguments
 - Interpret information and draw conclusions based on the best analysis

- Reflect critically on learning experiences and processes
- Solve Problems
 - Solve different kinds of non-familiar problems in both conventional and innovative ways
 - Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration

- Communicate Clearly
 - Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
 - Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
 - Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
 - Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
 - Communicate effectively in diverse environments (including multi-lingual)
- Collaborate with Others
 - Demonstrate ability to work effectively and respectfully with diverse teams
 - Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
 - Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

In addition the English Language Arts and Mathematics curricula, we believe Deal Elementary School must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving the following **21st century interdisciplinary themes** into core subjects:

The themes:

Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

Financial, Economic, Business, and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

Environmental Literacy

- Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

**INSTRUCTIONAL ADAPTATIONS
FOR
STUDENTS WITH DIVERSE NEEDS**

Deal Elementary School

**Instructional Adaptations for
Students with Disabilities.....Page 2**

**Instructional Adaptations for
Exceptionally Able Students
Gifted and Talented.....Page 6**

**Instructional Adaptations for
Students with Limited English Proficiency
(LEP).....Page 10**

Instructional Adaptations for Students with Disabilities

The New Jersey Core Curriculum Content Standards and related curriculum frameworks are the focus of curriculum and instruction for all pupils. This population includes students with disabilities. In order to provide pupils with disabilities meaningful access to curriculum and instruction based on the content standards, adaptations may be required. The adaptations are not intended to compromise the content standards. Instead, adaptations provide students with disabilities the opportunity to maximize their strengths and compensate for their learning differences.

Classroom Organization

Students with disabilities may require specific adaptations in the classroom in order for them to participate. Participation is enhanced by classroom organization and an environment that will maximize the students':

- attention
- comfort
- interaction
- peer/adult communication
- independence
- mobility

Instructional Groups

- Cooperative groups
- Peer partners
- Buddy system
- Teams
- Common interest

Individual Support

- Assist physically
- Clarify
- Prompt/cue
- Gesture/signal
- Interpret
- Reinforce
- Highlight
- Organize
- Focus

Adaptive Equipment

- Books on tape
- Directions on tape
- Tape Recorder

- Voice activated recorder
- Personal computers
- PC Software
- Typography books
- Speech synthesizer
- Communication board
- Lap/drawing board
- Closed-captioned videos/monitor
- Braille
- Large print
- Low-vision equipment
- Talking watch/clock
- Calculator
- FM system

Instructional Presentation

Students with disabilities may require instructional presentations that will enable them to acquire, comprehend, recall, and apply to a variety of activities and content. In addition, instructional presentation adaptations can enhance a student's attention and ability to focus on instruction. The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (*Instructional Preparation*); structure and organize information (*Instructional Prompts*); and foster understanding of new concepts and processes (*Instructional Applications*) during classroom activities.

Preparation:

- Relate to personal experience
- Preview materials
- Use organizing tools
- Brainstorm/web
- Use questioning techniques
- Predict
- Pre-teach vocabulary
- Review strategy
- Demonstrate
- Illustrate
- Use Models
- Provide mini-lesson

Prompts

- Graphic organizers
- Semantic organizers
- Outline

- Mnemonics
- Analogies
- Imagery
- Color-coding
- Highlight/underline
- Segment techniques and task analysis
- Key words/labels
- Repeat/clarify directions
- Use cue cards, chalkboard, pictures, and overhead
- Movement cues

Application

- Hands-on activities
- Constructions
- Dramatization
- Props/manipulatives
- Illustrations
- Flow charts
- Field trips
- Guest speakers
- Interviews/surveys
- Life applications
- Process modeling
- Think alouds
- Games/puzzles
- Simulations

Instructional Monitoring

Frequent monitoring of the performance and progress of students with disabilities is essential to ensure that students are, in fact, understanding and benefiting from learning activities. Monitoring provides teachers with a means of obtaining information about students and their ability to participate effectively in activities. Monitoring also provides a means for teachers to determine when and how to adjust instruction and provides supports to promote student development. Equally important is student self-monitoring, self-evaluation, and self-management to promote student self-reflection and self-direction regarding task demands, goal attainment, and performance accuracy.

Monitoring

- Goal setting
- Anecdotal recording
- Progress graphs
- Checklists Timelines
- Journal entries
- Portfolios

- Videos
- Audio tapes
- Conferences
- Peer/critiques
- Student contracts
- Systematic assessment

Student Response

Students with disabilities may require specific adaptations in order to demonstrate acquisition, recall, understanding, and application of visual and performing arts content and related processes in a variety of situations and materials while they are developing proficiencies in these areas. The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Visual and Performing Arts Curriculum Framework activities.

Response Procedures

- Extended time
- Practice exercises
- Interpret/Interpreter
- Preferred response mode (written, dictated, or oral)

Response Formats

- Standard
 - Oral/written options
 - Maintain eye contact
 - Demonstrate
 - Peer-teach
 - Discuss
 - Make observations
 - Provide choices to students
- Through the Arts
 - Draw/paint
 - Keep beat with feet
 - Tonal/rhythmic
 - Pantomime
 - Improvisation
 - Imitation
 - Sing Dance
 - Act/body language
 - Expressive voice
 - Performance
 - Complete project

Instructional Adaptations for Exceptionally Able Students *Gifted and Talented*

Curricular adaptations, also referred to as *differentiating the curriculum*, refers to appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence.

Adaptation strategies include the following:

- interdisciplinary and problem-based assignments with planned scope and sequence;
- advanced, accelerated, or compacted content;
- abstract and advanced higher-level thinking;
- allowance for individual student interests;
- complex, in-depth assignments;
- diverse enrichment that broadens learning;
- variety in types of resources;
- community involvement;
- cultural diversity
- internship, mentorship, and other forms of apprenticeship.
- assignments geared to development in areas of affect, creativity, cognition, and research skills;

Adaptation categories include the following:

Acceleration

Acceleration involves grade-skipping or changing the rate of presentation of the general curriculum to enable the student to complete the program in less time than usual. Prescribed seat-time is not necessary for achievement of the standards. Acceleration can occur in any subject area. Middle school students should be able to take high school courses; high school students take college courses with appropriate credit accrued. Some provision must be made for continued acceleration or high-level enrichment. Unless the student has a pre-identified problem, social or emotional development should not inhibit acceleration.

- **FLEXIBLE PACING:** Assignment to classes should be based on the ability to be challenged and handle the work, not age discriminatory.
- **CONTENT ACCELERATION:** Superior performance in some areas may be addressed with placement in a higher grade level for the areas warranting it.
- **EARLY ENTRANCE TO SCHOOL:** Eligibility should be evaluated in terms of the following: (1) degree of advancement in relation to peers; (2) number of areas of advanced achievement; (3) the student's self-concept.

- **MULTI-AGE CLASSES:** Classes in which two or more grade levels are combined. Students can accelerate through self- pacing.
- **COMPACTING** (also known as telescoping): Refers to a form of acceleration in which part of the curriculum is covered in a shorter period of time than is usual. Previously mastered content material is determined through pre-evaluation and eliminated.
- **COLLEGE COURSE WORK:** Qualified students take college courses for college credit while completing high school requirements (concurrent enrollment). College courses may be taken in the summer.
- **EARLY COLLEGE ADMISSION:** Once the standards for high school are met, early admission to college is an option. Students may leave high school early and enter college.
- **ADVANCED PLACEMENT:** The advanced placement program, administered by the College Entrance Examination Board, enables high school students to obtain both high school and college credit for demanding course work offered as part of the school curriculum.

Enrichment

Enrichment is another way to meet the differentiated needs of exceptionally able students. Well-articulated assignments that require higher cognitive processing, in-depth content, and alternate modes of communication can be effective and stimulating.

- **ALTERNATE LEARNING ACTIVITIES/UNITS:** Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.
- **INDEPENDENT STUDY:** Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.
- **ADVANCED THINKING PROCESSES:** Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.
- **GUEST SPEAKERS:** University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise.

- **MENTORS/INTERNSHIPS:** Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.
- **ALTERNATE RESOURCES:** This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.
- **EXCHANGE PROGRAMS:** Students attend schools in a different community or country to enrich educational experiences.

Grouping

Grouping involves placing students of like ability together in homogeneous arrangements such as special classes or clustering in the same classroom. Grouping allows for more appropriate, rapid, and advanced instruction and challenges students without isolating them.

- **SELF-CONTAINED CLASSES:** These classes enable exceptional students to be challenged in every area throughout the day and week, to be stimulated by their intellectual peers, and to have guidance from teachers with experience in a sequential, integrated curriculum for the exceptionally able.
- **PULLOUT PROGRAMS:** These programs combine regular class integration and homogeneous grouping on a part-time, regular basis. Pullout programs require careful coordination and communication between the teachers of both classes.
- **CLUSTER GROUPING IN THE REGULAR CLASSROOM:** This type of grouping permits homogeneous and heterogeneous grouping according to interests and achievement.
- **CLUSTER SCHEDULING:** Schedules are arranged so that exceptionally able students can take their required core courses together to enhance rapid pacing, less drill, greater depth and breadth.
- **HONORS AND ENRICHED CLASSES:** These classes provide opportunities for practicing higher level thinking skills, creativity, and exploration of in-depth course content.
- **SEMINARS:** These are aimed at research, interdisciplinary studies, visual and performing arts, academic subjects, or other areas of interest.

Seminars provide interaction with specialists who can give guidance in specific areas.

- **RESOURCE CENTERS:** A district can establish a resource center available to all students but reserve it at times for exceptionally able students from a broader geographical area (e.g., interdistrict or countywide).

Instructional Adaptations for Students with Limited English Proficiency (LEP)

The purpose of adaptations is to reduce the complexity of the language, not the depth of the subject content. By lowering the language barrier and making the lessons as comprehensible as possible, the students' ability to understand is increased. Two factors will influence the student's ability: (1) the level of familiarity the student has with the content; and (2) the degree to which the content is given meaning through visuals such as pictures, charts, and diagrams. Nonlinguistic cues enable the student to comprehend the material and the teacher's messages.

The aim is to lower the language barrier by making the classroom communication simple, clear, and meaningful to the student. Students may sound "fluent" in a social setting but have difficulty with "academic" language. Students will go through stages of silence, then mimicking the language before using the language spontaneously.

The following pages include specific recommendations for teachers to incorporate in their strategies. They are presented to ease the task of teaching content and skills to these students and to facilitate student learning.

Instructional Adaptations for LEP Students

#

Prepare for the Student

- Learn the student's background.
- Work with the ESL/bilingual teacher to identify key objectives, skills, and concepts prior to introducing a unit.
- Plan a lesson that is culturally and linguistically appropriate.
- Create flexible small groups based on interests, need, or ability.
- Give clear, simple directions.
- Have students retell in their own words before attempting the task.
- Lead the lesson with the bilingual teacher providing background, example, or other support to the lesson.
- Allow bilingual teacher to reiterate key concepts in simple English or student's first language.
- Recognize/reinforce information.
- Provide bilingual resources.

Prepare Instruction

- Eliminate peripheral information.
- Be clear and concise.
- Translate abstract to concrete.

- Consult ESL/bilingual teacher for guidance.
- Build background information with:
 - Brainstorming Semantic webbing
 - Maps, graphics, photo, illustrations, and
 - Videos, film.
- Use KWL chart
- Slowly expand the amount of materials to be learned.

Teaching Strategies

- Graphic organizers
- Posters
- Games
- Puzzles
- Labeling
- Simulations
- Student-made flash cards
- Vocabulary
- Word banks
- Charts
- Graphs
- Surveys
- Interviews
- Drawing/illustration
- Student-made books
- Language experience books
- Response journals
- Tape Recordings
- Role-playing and drama

Check for Student Understanding

- Check periodically.
- Promote participation.
- Check understanding of assignments, directions, instruction.
- Use visual reviews with lists and charts.
- Break task into sequential parts.
- Help students learn to “think aloud.”
- Allow for translation time; questions need ‘wait time.’
- Rephrase for understanding.

Questioning Strategies

- Use questions structured to the student’s language level. Begin with yes/no questions.
- Ask new student to point to a picture or word to demonstrate knowledge.

- Use visual cues, ask simple yes/no questions, e.g., “Is this a pencil?”
- Ask either/or questions where the answer is embedded in the question, e.g., “Is this a pencil or a crayon?”
- Break complex questions into several steps, e.g., “Look at the picture. Point to the boy. Is he jumping?”
- Avoid the negative when questioning.
- Ask simply “how” and “why” questions that can be answered with a short phrase or sentence.
- Do not require that students speak in full sentences until that level of proficiency is reached.
- Tell the student in advance which question she/he will be responding to, thus allowing for “think” and response practice.