

Health & Physical Education

3rd-5th

Prepared by:

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Superintendent of Schools:

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Approved by the Midland Park Board of Education on

May 18, 2022

Born on May 17, 2022

TITLE: Grade 3-5 Health & Physical Education

Course Description: The 3-5 Health & Physical Education Courses will introduce age appropriate health and fitness topics that affect the everyday lives of students. The goal of the Health & Physical Education Program is to expand on the knowledge gained in the K-2 program, as well as introduce students to new health and physical fitness concepts that will directly affect them.

Health Course Sequence: Full Year

Unit 1: Personal Growth and Development (4-5 weeks)

Unit 2: Pregnancy and Parenting (4-5 weeks)

Unit 3: Emotional Health (4-5 weeks)

Unit 4: Social and Sexual Health (4-5 weeks)

Unit 5: Community Health Services and Support (4-5 weeks)

Unit 6: Safety (4-5 weeks)

Unit 7: Health Conditions, Diseases and Medicines (4-5 weeks)

Unit 8: Nutrition

Unit 9: Alcohol, Tobacco and other Drugs (4-5 weeks)

Unit 10: Dependency, Substances Disorder, and Treatment (4-5 weeks)

Unit 11: Mindfulness Unit (Ongoing in classroom)

Pre-requisite:

K-2 Health

Physical Education Course Sequence: Full Year

Unit 1: Movement Skills and Concepts (Ongoing)

Unit 2: Physical Fitness (Ongoing)

Unit 3: Lifelong Fitness (Ongoing)

Pre-requisite:

K-2 Physical Education

UNIT #1**Overview****Content Area:** Health**Unit Title:** Personal Growth and Development**Grade Level(s):** 3-5**Core Ideas:** Health is influenced by the interaction of body systems. Puberty is a time of physical, social, and emotional changes.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)**

2.1.5.PGD.1	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
2.1.5.PGD.2	Examine how the body changes during puberty and how these changes influence personal self-care.
2.1.5.PGD.3	Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
2.1.5.PGD.4	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset).
2.1.5.PGD.5	Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.FP.5	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
9.2.5.CAP.9	Justify reasons to have insurance.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

Computer Science and Design Thinking (standard 8)

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
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Interdisciplinary Connection

NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Mental Health (N.J.S.A. 18A:35-4.39): The onset of puberty varies based on several factors and the role of hormones is essential.

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35): Sylvia Rivera's contributions to LGBTQ community.

Unit Essential Question(s):

- What factors affect and enhance SEL/wellness?
- What is the LGBT community?
- What is the correlation between puberty and self-care?
- What occurs during puberty and why does pubertal onset vary?
- What occurs during common human sexual development?
- What is the importance of recognizing trusted adults?

Unit Enduring Understandings:

- Many factors affect an individual's wellness and can help prevent injuries and reduce illness.
- The LGBT community has many connections and avenues that affect society.
- As our bodies change, the way we care for ourselves changes.
- The onset of puberty varies based on several factors and the role of hormones is essential.
- During common human sexual development, romantic and sexual feelings begin in addition to mood swings and puberty.

- Having a trusted adult to confide in is essential when going through adolescent health.

Evidence of Learning

Formative Assessments: Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s): Unit Tests

Alternative Assessments: Oral presentations/quiz. Project based assessments

Resources/Materials:

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Genitals
- Wellness
- Puberty
- Hormones
- Self-care

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Personal Health	Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1-2 classes
Puberty	Examine how the body changes during puberty and how these changes influence personal self-care.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1-2 classes
Puberty	Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1-2 classes
Sexual Development	Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, and timing of pubertal onset).	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1-2 classes
Trusted Adults	Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1-2 classes

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities

- Consult student IEP
- Allow errors
- Rephrase questions, directions and explanations

English Language Learners

- Consult student ELL Plan
- Assign a buddy, same language or English speaking
- Allow errors in speaking

Midland Park Public Schools

<ul style="list-style-type: none"> ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level
<p>Gifted & Talented Students</p>	<p>Students at Risk</p>
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 	<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 	

UNIT # 2**Overview****Content Area:** Health**Unit Title:** Pregnancy and Parenting**Grade Level(s):** 5**Core Ideas:** Pregnancy can be achieved through a variety of methods.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)****2.1.5.PP.1** Explain the relationship between sexual intercourse and human reproduction.**2.1.5.PP.2** Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.5.FP.5** Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.**9.2.5.CAP.9** Justify reasons to have insurance.**9.4.5.CT.2** Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).**Computer Science and Design Thinking (standard 8)****8.1.5.AP.4** Break down problems into smaller, manageable sub-problems to facilitate program development**Interdisciplinary Connection****NJLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Sexual Abuse, Assault Awareness and Prevention Education Mandate (N.J.S.A 18A:35-4.5a.): Identify people who you can trust and advocate for self-health and wellness.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20): Identify the importance of abstinence in relation to sexual intercourse and human reproduction.

Unit Essential Question(s):

- How does sexual intercourse and human reproduction relate to each other?
- What different forms of pregnancy are there?
- What is sexual abuse?

Unit Enduring Understandings:

- Sexual intercourse can lead to the reproduction of a human being
- There are various forms of pregnancy such as sexual intercourse, surrogacy, and IVF
- Identify people who you can trust and advocate for self-health and wellness

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Intercourse
- Reproduction
- Genitals
- IVF
- Surrogacy

Suggested Pacing Guide

Lesson Name/Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Sexual Education	Explain the relationship between sexual intercourse and human reproduction.	Notes Videos Projects Google slide presentations	1 class

		Various online platforms Think-Pair-Share	
Pregnancy	Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Abuse	Define and explain the signs of abuse and the multiple ways of saying no. Explain the importance of confiding in trusted adults.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

UNIT #3**Overview****Content Area:** Health**Unit Title:** Emotional Health**Grade Level(s):** 3-5

Core Ideas: Self-management skills impact an individual's ability to recognize, cope, and express emotions about different events. Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety)
2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.2.5.CAP.8	Identify risks that individuals and households face.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

Computer Science and Design Thinking (standard 8)

8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
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Interdisciplinary Connection

NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
1.2.5.Pr5a	Develop and enact a variety of roles to practice foundational artistic, design, technical, organizational, and soft skills in producing media artworks.

Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)

CASEL Standards: Self Awareness, Self-Management, Responsible Decision Making, Relationship Skills, Social Awareness

Unit Essential Question(s):

- How can our thoughts lead to healthy and unhealthy behaviors?
- What are ways that we can learn to cope with different circumstances?
- Do people express emotions differently?
- How can we be productive in dealing with difficult situations?
- What is the relationship between self-awareness/self-management and responsible decision making/social awareness?

Unit Enduring Understandings:

- Thoughts and feelings have the ability to lead to healthy and unhealthy choices.
- There are a variety of healthy ways to cope with difficult situations.
- People feel different emotions and express them differently.
- Being productive in dealing with difficult situations is essential for a healthy life.
- There is a connection between self-awareness and decision making.

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com

Key Vocabulary:

- Cope
- Emotions

www.youtube.com www.teacherspayteachers.com www.nearpod.com	<ul style="list-style-type: none"> Behaviors Strategies
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Suggested Pacing Guide

Lesson / Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Mental Health	Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. Recognize the relationship between self-awareness and decision making.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Coping Strategies	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Feelings and Emotions	Identify different feelings and emotions that people may experience and how they might express these emotions	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Behavioral Health	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> Consult student IEP Allow errors Rephrase questions, directions and explanations Allow extended time to answer questions and allow drawing as an explanation Accept participation at any level, even one word Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> Consult student ELL Plan Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions and explanations Allow extended time to answer questions, and allow drawing as an explanation Accept participation at any level
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> Consult with G and T teacher Provide extension activities Peer leaders 	<ul style="list-style-type: none"> Consult with I&RS as needed Provide extended time to complete tasks Consult with guidance counselor and follow I&RS action plan Consult with classroom teacher
504 Students	Other:
<ul style="list-style-type: none"> Consult 504 Plan Allow errors Rephrase questions, directions and explanations Allow extended time to answer questions and allow drawing as an explanation 	

<ul style="list-style-type: none"> • Consult with Case Managers • Follow accommodations and modifications 	
UNIT # 4	
Overview	
Content Area: Health	
Unit Title: Social and Sexual Health	
Grade Level(s): 3-5	
Core Ideas: All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation. Family members impact the development of their children physically, socially, and emotionally. People in healthy relationships share thoughts and feelings, as well as mutual respect.	
Standards (Content and Technology)	
CPI#:	Statement:
Performance Expectations (NJSLs)	
2.1.5.SSH.1	Describe gender-role stereotypes and their potential impact on self and others.
2.1.5.SSH.2	Differentiate between sexual orientation and gender identity
2.1.5.SSH.3	Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration)
2.1.5.SSH.4	Describe how families can share common values, offer emotional support, and set boundaries and limits
2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics
2.1.5.SSH.6	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
2.1.5.SSH.7	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)	
9.1.5.FP.5	Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
9.2.5.CAP.9	Justify reasons to have insurance.
9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
Computer Science and Design Thinking (standard 8)	
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
Interdisciplinary Connection	
NJSLA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Cross-cultural Statements/Mandates (<i>Amistad, Holocaust, LGBT/Disabilities, SEL, etc...</i>)	
LGBT & Disabilities Law (N.J.S.A. 18A:35-4.35): Marsha P. Johnson contributions to LGBTQ community and society outreach.	
Unit Essential Question(s): <ul style="list-style-type: none"> • How does gender-roles and the stereotypes that follow impact others? • How can sexual orientation differ from gender identity? • How can respect be shown across all gender platforms? • What common values do families share? • Why is communication so important with family? • What factors lead to a healthy and unhealthy relationship? • What characteristics are found in harassment and bullying? 	Unit Enduring Understandings: <ul style="list-style-type: none"> • Stereotypes of gender-roles have a significant impact on everyone • Sexual orientation and gender identity roles have many differences • Respect should be shown to everyone across all gender platforms • There are many common values that should be shared by families across the board • Open communication is crucial to keeping families together • Healthy relationships have clear differences to unhealthy relationships

<ul style="list-style-type: none"> How do gender-roles affect the LGBT community? 	<ul style="list-style-type: none"> Harassment, intimidation and bullying have no place in the school system The LGBT community have become more prominent in gender-roles
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Evidence of Learning

Formative Assessments: Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s): Unit Tests

Alternative Assessments: Oral presentations/quiz. Project based assessments

Resources/Materials:

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Sexual orientation
- Gender Identity
- Gender Roles
- Gender Stereotypes

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Gender Roles	Describe gender-role stereotypes and their potential impact on self and others.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Sexual Orientation	Differentiate between sexual orientation and gender identity	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Respect	Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration)	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Family Values	Describe how families can share common values, offer emotional support, and set boundaries and limits	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Communication	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Relationships	Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class

HIB	Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
LGBT Community	Explain how gender-roles affect the LGBT community	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

UNIT # 5**Overview****Content Area:** Health**Unit Title:** Community Health Services and Support**Grade Level(s):** 3-5

Core Ideas: Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information. Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSL)**

2.1.5.CHSS.1 Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals)

2.1.5.CHSS.2 Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

2.1.5.CHSS.3 Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.PB.2 Describe choices consumers have with money (e.g., save, spend, donate).

9.2.5.CAP.4 Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., lifeguards, child care, medicine, education) and examples of these requirements.

9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM3).

Computer Science and Design Thinking (standard 8)

8.2.5.ED.2 Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Interdisciplinary Connection**NJLSA.R4**

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

LGBT and Disabilities Law (N.J.S.A. 18A:35-4.35): Helen Keller broke down many barriers, notably being the first deaf-blind person to earn a bachelor of arts degree.

Unit Essential Question(s):

- What health services and resources are available to address the needs of a school or community?
- How can people work together to address health problems affected by global issues?
- What is the importance of strategies when coping with different emotions?
- What types of organizations are available to help people with disabilities?

Unit Enduring Understandings:

- There are countless people at the disposal of a school and community including counselors and medical professionals.
- Businesses, non-profits, and individuals can work together to make a change.
- There are coping strategies that can assist individuals in dealing with stress, sadness, anger, or anxiety.
- There are several organizations that are built to assist all types of people including people with disabilities.

Evidence of Learning

Formative Assessments: Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s): Unit Tests

Alternative Assessments: Oral presentations/quiz. Project based assessments

Resources/Materials:

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com

Key Vocabulary:

- Health services
- Non-profit organizations
- Global warming

www.nearpod.com		<ul style="list-style-type: none"> Strategies 	
Suggested Pacing Guide			
Lesson / Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Needs of Schools and Communities	Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals)	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Working Cooperatively	Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Coping	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Disabilities	List organizations that can provide services for people with disabilities.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> Consult student IEP Allow errors Rephrase questions, directions and explanations Allow extended time to answer questions and allow drawing as an explanation Accept participation at any level, even one word Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> Consult student ELL Plan Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions and explanations Allow extended time to answer questions, and allow drawing as an explanation Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> Consult with G and T teacher Provide extension activities Peer leaders 		<ul style="list-style-type: none"> Consult with I&RS as needed Provide extended time to complete tasks Consult with guidance counselor and follow I&RS action plan Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> Consult 504 Plan Allow errors Rephrase questions, directions and explanations Allow extended time to answer questions and allow drawing as an explanation 			

- Accept participation at any level, even one word
- Consult with Case Managers
- Follow accommodations and modifications

UNIT # 6**Overview****Content Area:** Health**Unit Title:** Personal Safety**Grade Level(s):** 3-5

Core Ideas: Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. There are strategies that individuals can use to communicate safely in an online environment. Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

2.3.5.PS.1	Develop strategies to reduce the risk of injuries at home, school, and in the community.
2.3.5.PS.2	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.)
2.3.5.PS.3	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
2.3.5.PS.4	Develop strategies to safely communicate through digital media with respect.
2.3.5.PS.5	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
2.3.5.PS.6	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.FP.3	Analyze how spending choices and decision-making can result in positive or negative consequences.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

Computer Science and Design Thinking (standard 8)

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
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Interdisciplinary Connection

NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Accident and Fire Prevention (N.J.S.A. 18A:6-2): First aid procedures will be learned to decrease the chances of harm.

Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a.): Strategies will be learned to reduce the risk of injury at home.

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3): Students will recognize unsafe behaviors and the definition of boundaries..

Gang Violence Prevention (18A:35-4.26): Students will recognize unsafe behaviors and behaviors of those "at risk."

Domestic Violence Education (N.J.S.A. 18A:35-4.23): Strategies will be learned to draw attention to uncomfortable or dangerous situations.

Holocaust Law (N.J.S.A. 18A:35-28): Students will use historical events to change the way they behave today.

Unit Essential Question(s):

- What are strategies to reduce the risk of injury in various locations and in relation to gangs?
- What are the first aid procedures for choking, bleeding, burns, poisoning, and stroke?
- What is the impact of unsafe behaviors when using different modes of transportation?

Unit Enduring Understandings:

- There are multiple strategies to reduce the risk of injuries at home, school, and in the community.
- It is important to know proper first aid procedures in a variety of dire situations.
- It is necessary to recognize the impact of unsafe behaviors when in motor vehicles or using other modes of transportation.

<ul style="list-style-type: none"> • What are strategies that could be used to safely communicate through digital media? • How can parts of history, specifically the Holocaust, help us to improve our behavior today? • What are personal boundaries, how do we respect them, and how does this play a part in domestic violence? • What are strategies that could be used to call attention to uncomfortable or dangerous situations? 	<ul style="list-style-type: none"> • With all of the technology at our disposal, it is imperative to strategize ways to remain respectful. • Everyone has boundaries and those boundaries need to be respected by all. • Strategies to call attention to dangerous situations such as bullying, teasing, and sexual assault should be learned and practiced in all situations including domestic. • Looking back at history, specifically the Holocaust, can teach us about better behavior today in relation to bullying and dangerous situations.
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Evidence of Learning

Formative Assessments: Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s): Unit Tests

Alternative Assessments: Oral presentations/quiz. Project based assessments

Resources/Materials:

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Risk
- First aid
- Stroke
- Digital media
- Personal boundaries
- Bullying
- Teasing
- Sexual harassment
- Sexual assault
- Sexual abuse

Suggested Pacing Guide

Lesson/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Reducing the Risk of Injury	Develop strategies to reduce the risk of injuries at home, school, and in the community.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
First Aid	Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Unsafe Behaviors while Traveling	Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Communicating through Digital Media	Develop strategies to safely communicate through digital media with respect.	Notes Videos Projects Google slide presentations Various online platforms	1 class

		Think-Pair-Share	
Personal Boundaries	Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Dangerous Situations	Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse. This is including but not limited to domestic violence.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Bullying/ Learning from the Past	Identify ways to improve upon our behavior based on looking into the past. Look at the Holocaust and use it to decrease dangerous situations including bullying.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Teacher Notes:			
Additional Resources:			
Differentiation/Modification Strategies			
Students with Disabilities		English Language Learners	
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 		<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level 	
Gifted & Talented Students		Students at Risk	
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 		<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions 	
504 Students		Other:	
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 			

UNIT # 7**Overview****Content Area:** Health**Unit Title:** Health Conditions, Diseases and Medicine**Grade Level(s):** 3-5**Core Ideas:** There are actions that individuals can take to help prevent diseases and stay healthy.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSL)****2.3.5.HCDM.1** Identify conditions that may keep the human body from working properly, and the ways in which the body responds**2.3.5.HCDM.2** Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)**2.3.5.HCDM.3** Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.5.RMI.1** Identify risks that individuals and households face**9.2.5.CAP.9** Justify reasons to have insurance**9.4.5.CT.4** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).**Computer Science and Design Thinking (standard 8)****8.1.5.IC.1** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.**Interdisciplinary Connection****NJLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Cancer Awareness (N.J.S.A. 18A:40-33): Awareness can be brought to cancer to increase societal support.

Lyme Disease Prevention (N.J.S.A. 18A:35-5.1): Awareness can be brought to Lyme disease to increase societal support.

Unit Essential Question(s):

- What conditions keep the human body from working properly?
- How do you prevent the spread of diseases?
- How can mental health impact one's wellness?
- How can cancer awareness and Lyme disease prevention be incorporated into the community?

Unit Enduring Understandings:

- The human body can be affected by many outside sources (i.e. germs, unhealthy eating)
- Preventing the spread of diseases is crucial in managing a healthy school community
- Mental health has a direct impact on one's wellness
- Cancer awareness and Lyme disease prevention are important topics in today's society

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Depression
- Anxiety
- Lyme disease
- Phobias

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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Human Body	Identify conditions that may keep the human body from working properly, and the ways in which the body responds	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Infectious Diseases	Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Mental Health	Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias)	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Cancer awareness & Lyme Disease Prevention	Explain how cancer awareness and Lyme disease prevention impact today's society	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class

Teacher Notes:**Additional Resources:****Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 	<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 	

UNIT # 8**Overview****Content Area:** Physical Education**Unit Title:** Nutrition**Grade Level(s):** 3-5**Core Ideas:** Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will continue to contribute to wellness.**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSLs)****2.2.5.N.1** Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.**2.2.5.N.2** Create a healthy meal based on nutritional content, value, calories, and cost.**2.2.5.N.3** Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.5.FP.3** Analyze how spending choices and decision-making can result in positive or negative consequences.**9.2.5.CAP.9** Justify reasons to have insurance.**9.4.5.GCA.1** Analyze how culture shapes individual and community perspectives and points of view. (e.g., 1.1.5.C2a, RL .5.9, 6.1.5.HistoryCC.8)**9.1.5.FP.1** Illustrate the impact of financial traits on financial decisions**Computer Science and Design Thinking (standard 8)****8.1.5.DA.5** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.**Interdisciplinary Connection****NJSLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

SEL. Defining the relationship between mental health and healthy eating.

Unit Essential Question(s):

- How does healthy eating keep us functioning effectively?
- What would a healthy meal look like based on nutritional content, value, cost, and calories?
- How does cost affect what we eat? i.e. organic, fast food, generic vs. name brand, etc.
- How can we create a plan for nutrition that addresses strengths, needs, and culture?
- What is the correlation between mental health and healthy eating?

Unit Enduring Understandings:

- Healthy eating provides energy, helps to maintain a healthy weight and lowers the risk for disease.
- Healthy meals should be created keeping in mind nutritional content, value, cost, and calories.
- Developing a plan plays a large role in staying healthy.
- Maintaining a healthy diet can improve a person's mental well-being.

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Healthy eating
- Disease
- Nutritional content
- Calories

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
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Benefits of Healthy Eating	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Meal Planning	Create a healthy meal based on nutritional content, value, calories, and cost.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Developing a Plan	Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture and recognize the direct effect on mental health.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 	<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 	

UNIT # 9**Overview****Content Area:** Health**Unit Title:** Alcohol, Tobacco, and other Drugs**Grade Level(s):** 3-5

Core Ideas: The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences. Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

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

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

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

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.FP.5 Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

9.2.5.CAP.3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

Computer Science and Design Thinking (standard 8)

8.2.5.ITH.1 Explain how societal needs and wants influence the development and function of a product and a system.

Interdisciplinary Connection

NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1): There are different treatment options for people addicted to different substances.

Unit Essential Question(s):

- What are products that contain alcohol, tobacco, and drugs and what are their unhealthy side effects?
- What are health concerns associated with e-cigarettes, vaping products, and other drugs?
- What behaviors are typical of people who struggle with drug or alcohol use?

Unit Enduring Understandings:

- There are a myriad of products that contain alcohol and tobacco, all of which have potentially unhealthy side effects.
- There are health concerns connected to the use of non-prescribed products.
- There are different treatment options for people who are addicted to different substances.

Evidence of Learning

Formative Assessments: Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning

Summative/Benchmark Assessment(s): Unit Tests

Alternative Assessments: Oral presentations/quiz. Project based assessments

Resources/Materials:

www.flocabulary.com
www.brainpop.com
www.youtube.com
www.teacherspayteachers.com
www.nearpod.com

Key Vocabulary:

- Alcohol
- Tobacco
- Drugs
- Anabolic steroids
- E-cigarettes
- Vaping
- Inhalants
- Opioids

- Cannabis

Suggested Pacing Guide

Lesson/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Identifying Products	Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy side effects (e.g., substance disorder, cancer).	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Health Concerns	Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, anabolic steroids, opioids and other drugs, and non-prescribed cannabis products.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Drug Misuse	Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.	Notes Videos Projects Google slide presentations	1 class

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 	<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 	

UNIT # 10**Overview****Content Area:** Health**Unit Title:** Dependency, Substance Disorder and Treatment**Grade Level(s):** 3-5

Core Ideas: The short- and long-term effects of substance abuse are dangerous and harmful to one's health. The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)****2.3.5.DSDT.1** Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.**2.3.5.DSDT.2** Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem**2.3.5.DSDT.3** Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health**2.3.5.DSDT.4** Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs**2.3.5.DSDT.5** Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group)**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.5.PB.2** Describe choices consumers have with money (e.g., save, spend, donate).**9.2.5.CAP.7** Identify factors to consider before starting a business.**9.4.5.DC.4** Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).**Computer Science and Design Thinking (standard 8)****8.1.5.IC.1** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.**Interdisciplinary Connection****NJLSA.R4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)**

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1): Online resources are helpful in supporting those who struggle with alcohol/drug abuse.

Unit Essential Question(s):

- What are the differences between drug use, misuse and abuse?
- What are signs of someone mistreating drugs?
- How can you refuse alcohol and drugs?
- What strategies can be used to seek assistance for drug/alcohol abuse?
- What type of resources are available to support those who struggle with alcohol/drug abuse?

Unit Enduring Understandings:

- Drug use, misuse and abuse have many similarities and differences
- People who mistreat drugs have specific signs to look out for
- Refusal skills are an important part of learning about drugs and alcohol
- Seeking assistance can be found in many different ways
- Online resources are extremely helpful in supporting those who struggle with alcohol/drug abuse

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, Pre and post tests, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Tests**Alternative Assessments:** Oral presentations/quiz. Project based assessments**Resources/Materials:**www.flocabulary.com**Key Vocabulary:**

- Cannabis

www.brainpop.com www.youtube.com www.teacherspayteachers.com www.nearpod.com	<ul style="list-style-type: none"> ● Opioids ● Illicit ● Vaping
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Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Drug Use	Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Alcohol and Tobacco Use	Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Refusal Skills	Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Seeking Strategies	Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class
Drug/ Alcohol Resources	Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group)	Notes Videos Projects Google slide presentations Various online platforms Think-Pair-Share	1 class

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities 	<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks

<ul style="list-style-type: none"> ● Peer leaders 	<ul style="list-style-type: none"> ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 	

PE UNIT # 1**Overview****Content Area:** Physical Education**Unit Title:** Movement Skills and Concepts**Grade Level(s):** 3-5

Core Ideas: Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. Free movement, games, aerobics, dance, sports, and recreational activities. Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety. Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

Standards (Content and Technology)**CPI#:****Statement:****Performance Expectations (NJSLs)**

2.2.5.MSC.1	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
2.2.5.MSC.2	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles
2.2.5.MSC.3	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
2.2.5.MSC.4	Develop the necessary body control to improve stability and balance during movement and physical activity
2.2.5.MSC.5	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
2.2.5.MSC.6	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
2.2.5.MSC.7	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.RMI.2	Justify reasons to have insurance
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.

Computer Science and Design Thinking (standard 8)

8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development
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Interdisciplinary Connection

NJLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
1.2.5.Pr4a	Practice combining various academic arts, media forms, and content into unified media artworks such as animation, music, and dance.

Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

CASEL Standards: SWBAT incorporate SEL techniques during yoga sessions throughout the unit

Unit Essential Question(s):

- How does controlling your body during a game or activity affect your teammates?
- How does a dance sequence teach tempo and rhythms?
- Why is it important to practice skills in an isolated setting before implementing them into a game?
- How does body control relate to movement during physical activity?
- How does feedback and self-evaluation change your performance?

Unit Enduring Understandings:

- Body control will help your teammates understand spatial awareness and keep everyone safe.
- Having the ability to understand a simple dance sequence can teach rhythms and tempo
- Learning the skills gives students time to practice before implementing them into the game
- Positive and correct feedback can improve the performance of students.

<ul style="list-style-type: none"> • Why is a safe environment important while viewing or playing in a game? • Why is it important to have rules for each game or activity? 	<ul style="list-style-type: none"> • Safety is the number one priority while viewing or playing in a game. • Rules help keep all students safe during the game or activity
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Evidence of Learning

Formative Assessments: Teacher observations, Teacher feedback, class discussions and questioning

Summative/Benchmark Assessment(s): Unit Games/Activities

Alternative Assessments: Pre/post tests, Mid-Year assessment

Resources/Materials:

www.pecentral.com

www.youtube.com

www.gonoodle.com

Key Vocabulary:

- Coordination
- Balance
- Flexibility
- Agility
- Skill Practice
- Self-evaluation

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Body Control	Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	3-4 classes/ Ongoing
Dance	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	5-6 classes/ Ongoing
Skill Movement	Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	3-4 classes/ Ongoing
Stability & Balance	Develop the necessary body control to improve stability and balance during movement and physical activity	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing
Performance Improvement	Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing

Game Etiquette	Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	2-3 classes/ Ongoing
Rules and Strategies	Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	2-3 classes/ Ongoing

Teacher Notes:**Additional Resources:****Differentiation/Modification Strategies**

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 	<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 	

PE UNIT # 2**Overview****Content Area:** Physical Education**Unit Title:** Physical Fitness**Grade Level(s):** 3-5**Core Ideas:** The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).**Standards (Content and Technology)****CPI#:****Statement:****Performance Expectations (NJSL)****2.2.5.PF.1** Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.**2.2.5.PF.2** Accept and respect others of all skill levels and abilities during participation.**2.2.5.PF.3** Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).**2.2.5.PF.4** Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.**2.2.5.PF.5** Determine how different factors influence personal fitness and other health lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).**Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)****9.1.5.FP.5** Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.**9.2.5.CAP.1** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.**9.4.5.CI.2** Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).**Computer Science and Design Thinking (standard 8)****8.1.5.IC.1** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.**Interdisciplinary Connection****NJLSA.L1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**Cross-cultural Statements/mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...):**

Holocaust Law (N.J.S.A. 18A:35-28) : Students will accept people of all fitness levels in a physical education class.

Unit Essential Question(s):

- What are the benefits of regular physical activity?
- How can students of varying abilities work together in a comfortable environment?
- What is the importance of practicing skill-related fitness concepts?
- What is the importance of setting goals based on health-related fitness concepts?
- How is our fitness and health influenced?

Unit Enduring Understandings:

- Regular physical activity helps people physically, socially, and emotionally and can affect personal health.
- It is imperative to accept people of all fitness levels in a physical education class.
- Students will work on their endurance, strength, speed, agility, flexibility, balance.
- Students will learn the importance of goal setting in relation to cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition or nutrition.
- Fitness and health can be influenced by heredity, physical activity, nutrition, sleep, and/or technology.

Evidence of Learning

Formative Assessments: Teacher observations, Teacher feedback, class discussions and questioning

Summative/Benchmark Assessment(s): Unit Games/Activities

Alternative Assessments: Pre/post tests, Mid-Year assessment

Resources/Materials:

www.pecentral.com

www.youtube.com

www.gonoodle.com

Key Vocabulary:

- Endurance
- Speed
- Agility
- Strength
- Flexibility
- Balance
- Cardiovascular Endurance
- Muscular endurance
- Muscular strength
- Body composition

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Benefits of Physical Activity	Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing
Acceptance	Accept and respect others of all skill levels and abilities during participation.	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing
Skill-Related Fitness	Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	2-3 classes/ Ongoing
Health-Related Fitness	Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing
Health Factors	Determine how different factors influence personal fitness and other health lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies	
Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> ● Consult student IEP ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> ● Consult student ELL Plan ● Assign a buddy, same language or English speaking ● Allow errors in speaking ● Rephrase questions, directions and explanations ● Allow extended time to answer questions, and allow drawing as an explanation ● Accept participation at any level
Gifted & Talented Students	Students at Risk
<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 	<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions
504 Students	Other:
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 	

PE UNIT # 3**Overview****Content Area:** Physical Education**Unit Title:** Lifelong Fitness**Grade Level(s):** 3-5**Core Ideas:** Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities. Personal and community resources can support physical activity.**Standards (Content and Technology)****CPI#:** **Statement:****Performance Expectations (NJSLs)**

2.2.5.LF.1	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
2.2.5.LF.2	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness
2.2.5.LF.3	Proactively engage in movement and physical activity for enjoyment individually or with others.
2.2.5.LF.4	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
2.2.5.LF.5	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.RMI.2	Justify reasons to have insurance
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.

Computer Science and Design Thinking (standard 8)

8.1.5.AP.4	Break down problems into smaller, manageable sub-problems to facilitate program development
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Interdisciplinary Connection

NJLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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Cross-cultural Statements/Mandates (*Amistad, Holocaust, LGBT/Disabilities, SEL, etc...*)

Amistad Law (N.J.S.A. 18A 52:16A-88): Students will learn about the many African-American professional athletes that paved the way for generations to come (i.e. Jackie Robinson)

Unit Essential Question(s):

- Why is it important to voluntarily engage in physical activities?
- Why should you have a vast knowledge of movement vocabulary?
- How can you find enjoyment while engaging in physical activity?
- Why is it important to increase your range of motion through stretching and breathing exercises?
- How can the community help students stay active?

Unit Enduring Understandings:

- You can become more motivated to exercise on your own or with others
- Students can take part in conversations about physical activity using the correct terminology.
- Choosing an activity you are successful at will make it more enjoyable
- Stretching and breathing exercises allow the body to be prepared for strenuous activities
- Community sports and activities can help get students to stay active

Evidence of Learning**Formative Assessments:** Teacher observations, Teacher feedback, class discussions and questioning**Summative/Benchmark Assessment(s):** Unit Games/Activities**Alternative Assessments:** Pre/post tests, Mid-Year assessment**Resources/Materials:**

www.pecentral.com
www.youtube.com
www.gonoodle.com

Key Vocabulary:

- Emotional Enjoyment
- Physical Enjoyment
- Cardiovascular
- Aerobics
- Anaerobic

- Wellness

Suggested Pacing Guide

Lesson Name/ Topic	Student Learning Objective(s)	Suggested Tasks/Activities:	Day(s) to Complete
Voluntary Physical Activity	Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing
Movement Vocabulary	Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing
Movement Engagement	Proactively engage in movement and physical activity for enjoyment individually or with others	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing
Range of Motion	Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing
Physical Activity in the Community	Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.	Introduction to skills Relating skills to the outside world Skill level practice Independent practice Small sided games Whole class games Reflection	1 class/ Ongoing

Teacher Notes:

Additional Resources:

Differentiation/Modification Strategies

Students with Disabilities	English Language Learners
<ul style="list-style-type: none"> • Consult student IEP • Allow errors • Rephrase questions, directions and explanations • Allow extended time to answer questions and allow drawing as an explanation • Accept participation at any level, even one word • Consult with Case Managers. Follow accommodations and modifications on IEP plans 	<ul style="list-style-type: none"> • Consult student ELL Plan • Assign a buddy, same language or English speaking • Allow errors in speaking • Rephrase questions, directions and explanations • Allow extended time to answer questions, and allow drawing as an explanation • Accept participation at any level
Gifted & Talented Students	Students at Risk

Midland Park Public Schools

<ul style="list-style-type: none"> ● Consult with G and T teacher ● Provide extension activities ● Peer leaders 	<ul style="list-style-type: none"> ● Consult with I&RS as needed ● Provide extended time to complete tasks ● Consult with guidance counselor and follow I&RS action plan ● Consult with classroom teacher for specific behavior interventions
<p>504 Students</p>	<p>Other:</p>
<ul style="list-style-type: none"> ● Consult 504 Plan ● Allow errors ● Rephrase questions, directions and explanations ● Allow extended time to answer questions and allow drawing as an explanation ● Accept participation at any level, even one word ● Consult with Case Managers ● Follow accommodations and modifications 	

Unit 11: Mindfulness Overview

Content Area: Health Education

Unit Title: Mindfulness and SEL

Grade Level: 3-5

Unit Summary: Within the Mindfulness unit, students will be taught how to be in the moment and present with their mind, their thoughts, and the environment around them. In this unit, students learn mindful reactions to given emotions. The 7 Mindsets course is an age-appropriate overview of the 7 Mindsets for intermediate students. The course is primarily instructor-led but requires extensive student participation. Additionally, some student-led components are included. The course uses developmentally-appropriate games, activities, and videos to create an understanding of the four learning objectives contained in each Mindset. This unit will be taught by elementary certified staff members in the general education classroom for a minimum of 30 minutes each week throughout the duration of the school year during the weekly SEL period.

Learning Targets

Standards (Content and Technology):

CPI#:	Statement:
2.1.5.EH.1	Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
2.1.5.EH.2	Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
2.1.5.EH.3	Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
2.1.5.EH.4	Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
2.1.5.CHSS.3	Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)

9.1.5.RMI.2	Justify reasons to have insurance
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.

Computer Science and Design Thinking (standard 8)

8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
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Interdisciplinary:

RL.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
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NJ SEL Competencies:

Competency 1	Self-Awareness
Competency 2	Self-Management
Competency 3	Social Awareness
Competency 4	Responsible Decision Making
Competency 5	Relationship Skills

Unit Essential Question(s):

- What is mindfulness?
- Why is mindfulness important?
- How can we take small steps to turn mistakes into opportunities?
- How can we align our interests with our core values and our passions with what matters most to us?
- How does surrounding ourselves with people who build us up and inspire us help us to live our best life?
- How can we celebrate successes and setbacks while on the journey to achieve our goals?
- How does seeking the positive in every situation and showing gratitude more often help us feel better and become happier?
- How can we give back through our interests and passions?
- How can we be brave, try new things, and stay focused on the path to achieving our dreams?

Unit Enduring Understandings:

- Students will utilize the skills of mindful listening, and mindful bodies in situations where it is necessary.
- Students will use breathing and other techniques learned to help diffuse situations and emotions.
- Students will be able to embrace creativity and imagination and look on the bright side of things.
- Students will understand that they are all unique individuals with unique passions and talents.
- Students will learn to actively seek ways to offer kindness in order to strengthen these relationships.
- Students will learn to focus their energy on achieving their goals and that their lives are a journey paved with setbacks and celebrations that we learn from all along the way.
- Students will learn to look for the positive in all situations, big or small, and notice how it changes the outcome.
- Students will learn that by giving back through their interests and passions, they will help other people and leave a lasting legacy in the world.
- Students will understand that by being brave, trying new things, and staying focused on the path to achieving our dreams, every step we take should be purposeful and align with our goals and beliefs.

Unit Learning Targets/Objectives:

Students will...

- be able to be present in a moment when faced with a difficult decision.
- utilize mindful listening to try to understand what someone is trying to communicate.
- think before reacting so as to ensure the reaction is purposeful and appropriate.
- Change their mindset to identify the positive in their lives
- Identify their strengths and areas of growth as they reflect on who they are and how they fit into the world.

Evidence of Learning

Formative Assessments:

Teacher observations, Teacher feedback, Pre and post tests on the fundamentals of mindfulness, class discussions and questioning

Summative/Benchmark Assessment(s):

Post survey at the end of the year

Alternative Assessments:

N/A (this course is designed for reflection and social emotional growth)

Resources/Materials (copy hyperlinks for digital resources):

7 Mindsets Link: <https://7mindsets.com/> (See Tech Department for login)

<https://www.edutopia.org/blog/integrating-mindfulness-in-classroom-curriculum-giselle-shardlow>

Modifications:

● Special Education Students

- Consult with case manager and follow IEP accommodations and modifications.
- Allow errors and extended time to complete tasks.

● At-Risk Students

- Follow I&RS action plans.
- Allow extended time to complete assignments.
- Consult with classroom teacher.

● English Language Learners

- Allow errors in speaking

● Gifted and Talented Students'

- Provide extension activities

- Grant extended time to complete assignments.
 - Rephrase questions, directions, and explanations.
 - Consult with ESL teacher specific to vocabulary
- Allow opportunity for leadership roles

Lesson Plans

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Mindfulness SEL- Everything is Possible	Students will learn how to look at the bright side when things do not go their way.	4-5 weeks
Mindfulness SEL- Passion First	Students will be able to focus on their interests and what makes them unique and align them with their values and passions.	4-5 weeks
Mindfulness SEL- We are Connected	Students will be able to seek out and maximize positive relationships with people that can help us achieve our dreams.	4-5 weeks
Mindfulness SEL- 100% Accountable	Students will be able to understand that we are responsible for our own success and happiness.	4-5 weeks
Mindfulness SEL- Attitude of Gratitude	Students will be able to understand that we are all unique, and if we focus on what we enjoy and what brings us happiness, these things will multiply.	4-5 weeks
Mindfulness SEL- Live to Give	Students will focus on giving love and respect to others, and receiving new and exciting things that come into their lives gracefully.	4-5 weeks
Mindfulness SEL- The Time is Now	Students will learn to find and embrace circumstances that create positive emotions.	4-5 weeks

Teacher Notes:

Mindfulness falls under the Mental/Emotional Health portion of the Midland Park Health Curriculum. It is one unit taught from September through June by an elementary certified teacher for a minimum of 30 minutes each week. A SEL period has been allotted in the schedule however due to unforeseen circumstances and constraints on schedules, this can be spread out over the course of the week as needed. The curriculum is spiraled with new activities based off of 7 mindset resources.

Additional Resources

- <https://positivepsychologyprogram.com/mindfulness-for-children-kids-activities/>
- <https://www.mindfulschools.org/resources/explore-mindful-resources/>
- <http://www.mindfulteachers.org/p/free-resources-and-lesson-plans.html>
- <https://www.teachstarter.com/blog/classroom-mindfulness-activities-for-children/>

The 7 Mindsets by Shickler and Waller