Health and Physical Education Curriculum
Ogdensburg Borough School District

Adopted 5/1/12

Adoption date: December 4, 2018

ENGLISH LANGUAGE LEARNERS

- Seat student near teacher
- Print clearly
- Peer mentoring (grouping)
- Give directions in print & orally
- Print keywords, page numbers, homework, deadlines on the board
- Incorporate visuals and gestures (pictures/cue cards)
- Use demonstrations and relatable examples
- Avoid slang or colloquial sayings
- Avoid complex sentence structure
- Use questions that need one word answers

- Adjust assignments so student writes less
- Provide simpler questions to answer
- Check for understanding often
- Provide extra time as necessary
- Provide graphic organizers
- Provide an ELL dictionary
- Provide books on tape or CD
- Provide models of docs such as Homework, projects
- Include activities of varying cultural origin
- Be ready to give additional instructions on complex tasks

WELLNESS - PACING 4 WEEKS

ENDURING UNDERSTANDING:
K-8: Health concepts and skills support a healthy, active lifestyle.
(Personal Growth and Development, Nutrition, Disease and Health, Safety, Social and Emotional Health)

ESSENTIAL QUESTIONS: K-4
- How can I reach a high level of wellness?
- How can disease and illness impact us?
- What are some rules to keep you safe?
- How do foods relate to wellness?
- How can wellness affect health conditions?
- Why are healthy food important?
- What is nutrition?
- How does a person avoid conflict?

ESSENTIAL QUESTIONS: 5-8
- What is stress?
- How does health data assist in fitness assessments?
- What impact does technology have on wellness?
- What is uniqueness?
- How do food choices affect a person?

CONTENT & SKILLS:	Interdisciplinary Connections	Technology	21st Century	Modifications for all grade levels
K-2 HPE.2.1.2.A, HPE.2.1.2.A.1-2 HPE.2.1.2.B, HPE.2.1.2.B.1-3 HPE.2.1.2.C, HPE.2.1.2.C.1-3 HPE.2.1.2.D, HPE.2.1.2.D.1-3 HPE.2.1.2.E, HPE.2.1.2.E.1-3				
Explain what being "well" means and identify self-care practices that support wellness. Use correct terminology to identify body parts, and explain how body parts work together to support wellness. Explain why some foods are healthier to eat than others. Explain how foods on MyPlate differ in nutritional content and value. Summarize information about food found on product labels. Summarize symptoms of common diseases and health conditions. Summarize strategies to prevent the spread of common diseases and health conditions. Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. Identify procedures associated with pedestrian, bicycle, and traffic safety. Identify basic social and emotional needs of all people. Determine possible causes of conflict	**SCI.K-2.5.3.2.A** - [*Strand*] - Living organisms are composed of cellular units (structures) that carry out functions required for life. Living organisms: Exchange nutrients and water with the environment. Grow and develop in a predictable manner **SCI.K-2.5.3.2.B** - [*Strand*] - Food is required for energy and building cellular materials. A source of energy is needed for all organisms to stay alive and grow. Both plants and animals need to take in water, and animals need to take in food. **LA.2.RF** - [*Strand*] - Reading Foundation Skills Know and apply grade-level phonics and word analysis skills in decoding words.	**TECH.8.1.2.E** - [*Strand*] - Students apply digital tools to gather, evaluate, and use information. Plan strategies to guide inquiry Use digital tools and online resources to explore a problem or issue.	**CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work. Explain why knowledge and skill in the elementary grades is foundation for future success academically and in career Experiences in family, community, and culture develop personal identity. Observation & participation in culturally authentic activities develop cultural awareness for products and practices. **PFL.9.1.4.E.1** Factors that influence consumer decisions	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Repetition and practice • Model skills / techniques to be mastered. • Extended time to complete class work • Preferential seating to be mutually determined by the student and teacher • Student may request to use a computer to complete assignments. • Establish expectations for correct spelling on assignments.

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

Grades 3-4   HPE.2.1.4.A1-2 , HPE.2.1.4.B.1-4, HPE.2.1.4.C.1-3, HPE.2.1.4.D.1-3, HPE.2.1.4.E.1-4

Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. Determine the relationship of personal health practices and behaviors on an individual's body systems. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. Differentiate between healthy and unhealthy eating practices Create a healthy meal based on nutritional content, value, calories, and cost Interpret food product labels based on nutritional content. Explain how most diseases and health conditions are preventable. Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. Explain how mental health impacts one's wellness. Determine the characteristics of safe and unsafe situations and develop strategies to	**SOC.K-4.1.3** - [*Skill*] - Critical Thinking Distinguish fact from fiction. **SOC.K-4.1.1** - [*Skill*] - Chronological Thinking Explain how the present is connected to the past. **4-PS4-2.2** - Cause and Effect Cause and effect relationships are routinely identified.	**TECH.8.1.5.B** - [*Strand*] - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. Apply existing knowledge to generate new ideas, products, or processes. Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.	**CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work. Explain why knowledge and skill in the elementary grades is foundation for future success academically and in career Experiences in family, community, and culture develops personal identity. Observation & participation in culturally authentic activities develop cultural awareness for products and practices. **PFL.9.1.4.E.1** Factors that influence consumer decisions	

reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). Summarize the various forms of abuse and ways to get help. Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation. Applying first-aid procedures can minimize injury and save lives. Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning. Compare and contrast how individuals and families attempt to address basic human needs. Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts Determine ways to cope with rejection, loss, and separation. Summarize the causes of stress and explain ways to deal with stressful situations.				
Grades 5-6 HPE.2.1.6.A, HPE.2.1.6.A.1-3 HPE.2.1.6.B, HPE.2.1.6.B.1-4 HPE.2.1.6.C, HPE.2.1.6.C.1-3 HPE.2.1.6.D, HPE.2.1.6.D.1-4 HPE.2.1.6.E, HPE.2.1.6.E.1-3				
Explain how health data can be used to	**6-8.MS-LS1-2.6 -**	**TECH.8.1.5.CS2**	**CAEP.9.2.8.B.3**	

assess and improve each dimension of personal wellness. Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. Determine factors that influence food choices and eating patterns. Summarize the benefits and risks associated with nutritional choices, based on eating patterns. Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. Compare and contrast nutritional information on similar food products in order to make informed choices. Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. Determine the impact of public health strategies in preventing diseases and health conditions. Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them. Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.	**Structure and Function** Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. **6-8.MS-LS1-3.4 - Systems and System Models** Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. **SOC.5-8.1.3 - [*Skill*] - Critical Thinking** Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. **SOC.5-8.1.4 - [*Skill*] -** Presentational Skills	Select and use applications productively **TECH.8.1.5.B.CS2** Create original works as a means of personal or group expression **TECH.8.1.5.C.CS2** Communicate information and ideas to multiple audiences using a variety of media and formats **TECH.8.1.5.D.CS2** Demonstrate personal responsibility for lifelong learning **TECH.8.1.5.D.3** Practice cyber safety, cyber security, and cyber ethics when using technologies	Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home and extracurricular activities for use in a career.	

Explain what to do if abuse is suspected or occurs. Summarize the components of the traffic safety system and explain how people contribute to making the system effective. Assess when to use basic first-aid procedures. Examine how personal assets and protective factors support healthy social and emotional development. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation) **SOC.6.3.8 -** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.			
Grades 7-8 HPE.2.1.8.A, HPE.2.1.8.A.1-4 HPE.2.1.8.B, HPE.2.1.8.B.1-4 HPE.2.1.8.C, HPE.2.1.8.C.1-3 HPE.2.1.8.D, HPE.2.1.8.D.1-4 HPE.2.1.8.E, HPE.2.1.8.E.1-4				
Assess and apply Health Data to enhance each dimension of personal wellness. Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. Relate advances in technology to maintaining and improving personal health. Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. Analyze how culture, health status, age, and eating environment influence personal eating	**6-8.MS-LS1-2.6 - Structure and Function** Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to	**TECH.8.1.8.C -** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.	**CAEP.9.2.8.B.3 -** Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home and extracurricular activities for use in a career.	

patterns and recommend ways to provide nutritional balance. Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. Analyze the nutritional values of new products and supplements. Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer. Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being. Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others. Describe effective personal protection strategies used in public places and what to do when one's safety is compromised. Analyze the causes and the consequences of noncompliance with the traffic safety system. Demonstrate first-aid procedures, including victim and situation assessment, Basic Life	form tissues and organs that are specialized for particular body functions. **6-8.MS-LS1-3.4 - Systems and System Models** Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. **SOC.5-8.1.3 - Critical Thinking** Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. SOC.5-8.1.4 - [*Skill*] - Presentational Skills Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation) SOC.6.3.8 - [Standard] - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address			

| Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.

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

Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

Explain how culture influences the ways families and groups cope with crisis and change.

Compare and contrast stress management strategies that are used to address various types of stress-induced situations. | the challenges that are inherent in living in an interconnected world. Listen open-mindedly to views contrary to their own.

Collaboratively develop and practice strategies for managing and resolving conflict. | | | |
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PERSONAL AND INTERPERSONAL SKILLS -   PACING 4 WEEKS

ENDURING UNDERSTANDING: K-8 Personal and interpersonal skills support a healthy, active lifestyle.
(Interpersonal communication, Decision making and Goal setting, Character development, Advocacy and service, Health services and information)

ESSENTIAL QUESTIONS: K-4
- Why is communication important?
- What does tolerant mean?
- How do we deal with feelings?
- What is character?
- Why is cooperation important?
- Why do people create goals?

ESSENTIAL QUESTIONS: 5-8
- What are ethics?
- What are values?
- What factors affect our values?
- How do we make decisions?
- What are refusal skills?
- Why is communicating one's health needs important?

GRADES K-2   HPE.2.2.2.A, HPE.2.2.2.A.1   HPE.2.2.2.B, HPE.2.2.2.B.1-4   HPE.2.2.2.C, HPE.2.2.2.C.1-2   HPE.2.2.2.D, HPE.2.2.2.D.1   HPE.2.2.2.E, HPE.2.2.2.E.1

CONTENT & SKILLS:	Interdisciplinary Connections	Technology	21st Century	Modifications for all grade levels
Express needs, wants, and feelings in health- and safety-related situations. Explain what a decision is and why it advantageous to think before acting. Relate decision-making by self and others to one's health. Determine ways parents, peers, technology, culture, and the media influence health decisions. Select a personal health goal and explain why setting is important. Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others. Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities. Determine the benefits for oneself and others of participating in a class or school service activity. Determine where to access home, school, and community health professionals.	**SCI.K-2.5.3.2.A** - Living organisms are composed of cellular units (structures) that carry out functions required for life. Living organisms: Exchange nutrients and water with the environment. Grow and develop in a predictable manner **SCI.K-2.5.3.2.B** - Food is required for energy and building cellular materials. A source of energy is needed for all organisms to stay alive and grow. Both plants and animals need to take in water, and animals need to take in food. **LA.2.RF** - Reading Foundation Skills Know and apply grade-level phonics and word analysis skills in decoding words.	**TECH.8.1.2.E** - Students apply digital tools to gather, evaluate, and use information. Plan strategies to guide inquiry Use digital tools and online resources to explore a problem or issue.	**CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work. Explain why knowledge and skill in the elementary grades is foundation for future success academically and in career Experiences in family, community, and culture develops personal identity. Observation & participation in culturally authentic activities develop cultural awareness for products and practices. **PFL.9.1.4.E.1** Factors that influence consumer decisions	• Pair visual prompts with verbal presentations • Ask students to restate information, directions, and assignments. • Repetition and practice • Model skills / techniques to be mastered. • Extended time to complete class work • Preferential seating to be mutually determined by the student and teacher • Student may request to use a computer to complete assignments. • Establish expectations for correct spelling on assignments.

GRADES 3-4 HPE.2.2.4.A.1-2   HPE.2.2.4.B.1-4   HPE.2.2.4.C.1-3   HPE.2.2.4.D.1   HPE.2.2.4.E.1-2

Demonstrate effective interpersonal communication in health- and safety-related situations. Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others. Use the decision-making process when addressing health-related issues. Differentiate between situations when a health-related should be made independently or with the help of others. Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. Develop a personal health goal and track progress. Determine how an individual's character develops over time and impacts personal health. Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. Explain the impact of participation in different kinds of service projects on community wellness. Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.	**SOC.K-4.1.3** - Critical Thinking Distinguish fact from fiction. **SOC.K-4.1.1** - Chronological Thinking Explain how the present is connected to the past. **4-PS4-2.2** - Cause and Effect Cause and effect relationships are routinely identified.	**TECH.8.1.5.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. Apply existing knowledge to generate new ideas, products, or processes. Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.	**CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work. Explain why knowledge and skill in the elementary grades is foundation for future success academically and in career Experiences in family, community, and culture develops personal identity. Observation & participation in culturally authentic activities develop cultural awareness for products and practices. **PFL.9.1.4.E.1** Factors that influence consumer decisions	

Explain when and how to seek help when experiencing a health problem.				

GRADES 5-6 **HPE.2.2.6.A.1-2   HPE.2.2.6.B.1-4   HPE.2.2.6.D.1- 2   HPE.2.2.6.E.1-2**

Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. Use effective decision-making strategies. Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. Determine how conflicting interests may influence one's decisions. Apply personal health data and information to support achievement of one's short- and long-term health goals. Explain how character and core ethical values can be useful in addressing challenging situations. Predict situations that may challenge an individual's core ethical values. Develop ways to proactively include peers with disabilities at home, at school, and in community activities. Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. Develop a position about a health issue in order to inform peers.	**6-8.MS-LS1-2.6 - Structure and Function** Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. **6-8.MS-LS1-3.4 - Systems and System Models** Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. **SOC.5-8.1.3 - Critical Thinking** Assess the credibility of sources by identifying bias and prejudice in documents, media, and	TECH.8.1.5.CS2 Select and use applications productively **TECH.8.1.5.B.CS2** Create original works as a means of personal or group expression **TECH.8.1.5.C.CS2** Communicate information and ideas to multiple audiences using a variety of media and formats **TECH.8.1.5.D.CS2** Demonstrate personal responsibility for lifelong learning **TECH.8.1.5.D.3** Practice cyber safety, cyber security, and cyber ethics when using technologies	**CAEP.9.2.8.B.3** - [*Standard*] - Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home,, and extracurricular activities for use in a career.	

Determine the validity and reliability of different types of health resources. Distinguish health issues that warrant support from trusted adults or health professionals.	computer-generated information. **SOC.5-8.1.4 -** Presentational Skills Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation) **SOC.6.3.8 -** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.			
GRADES 7-8: **HPE.2.2.8.A.1-2 HPE.2.2.8.B.1-3 HPE.2.2.8.C.1-3 HPE.2.2.8.D.1-2 HPE.2.2.8.E.1-2**				
Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. Predict social situations that may require the use of decision-making skills. Justify when individual or collaborative decision-making is appropriate. Analyze factors that support or hinder the	**6-8.MS-LS1-2.6 - Structure and Function** Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to	**TECH.8.1.8.C** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments	**CAEP.9.2.8.B.3** - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	

achievement of personal health goals during different life stages. Analyze strategies to enhance character development in individual, group, and team activities. Analyze to what extent various cultures have responded effectively to individuals with disabilities Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community. Plan and implement volunteer activities to benefit a local, state, national, or world health initiative. Defend a position on a health or social issue to activate community awareness and responsiveness. Evaluate various health products, services, and resources from different sources, including the Internet. Compare and contrast situations that require support from trusted adults or health professionals.	form tissues and organs that are specialized for particular body functions. **6-8.MS-LS1-3.4 - Systems and System Models** Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. **SOC.5-8.1.3 - Critical Thinking** Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. **SOC.5-8.1.4- Presentational Skills** Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation) **SOC.6.3.8** - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	and media.		

| | Listen open-mindedly to views contrary to their own.

Collaboratively develop and practice strategies for managing and resolving conflict. | | | |
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DRUGS & MEDICINES - PACING 4 WEEKS

ENDURING UNDERSTANDING:
K-8 Knowledge about alcohol, tobacco, other drugs, and medicines support a healthy, active lifestyle.
(Medicines; Alcohol, Tobacco, and Other Drugs; Dependency/Addiction and Treatment)

ESSENTIAL QUESTIONS:
K-4:
- How do we determine if a medicine is helpful or harmful?
- How does tobacco smoke impact others?
- What is addiction?
- How does addiction affect a person?
- How does the media influence the use/ misuse of drugs and alcohol?

5-8:
- Analyze is the difference between prescription and over the counter drugs?
- What are means of dealing with addiction?
- Analyze how tobacco use affect people?
- Analyze how people are affected by alcohol?
- How does substance abuse affect your life and the people around you?
- Why do the effects of drug (prescription/non-prescription) vary from person to person?
- How does media culture impact drugs and alcohol for adolescents?

CONTENT & SKILLS:	Interdisciplinary Connections	Technology	21st Century	Modifications for all grade levels
GRADES K-2 HPE.2.3.2.A.1-2 HPE.2.3.2.B.1-5 HPE.2.3.2.C.1-2				
Explain what medicines are and when some types of medicines are used.

Explain why medicines should be administered as directed. | **SCI.K-2.5.3.2.A** - Living organisms are composed of cellular units (structures) that carry out functions required for life. | **TECH.8.1.2.E** - Students apply digital tools to gather, evaluate, and use information. | **CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work.

Explain why knowledge | • Pair visual prompts with verbal presentations
• Ask students to |

CONTENT & SKILLS:	Interdisciplinary Connections	Technology	21st Century	Modifications
Identify ways that drugs can be abused. Explain effects of tobacco use on personal hygiene, health, and safety. Explain why tobacco smoke is harmful to nonsmokers. Identify products that contain alcohol. List substances that should never be inhaled and explain why. Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems. Explain that people who abuse alcohol, tobacco, and other drugs can get help.	Living organisms: Exchange nutrients and water with the environment. Grow and develop in a predictable manner **SCI.K-2.5.3.2.B** - Food is required for energy and building cellular materials. A source of energy is needed for all organisms to stay alive and grow. Both plants and animals need to take in water, and animals need to take in food. **LA.2.RF** -Reading Foundation Skills Know and apply grade-level phonics and word analysis skills in decoding words.	Plan strategies to guide inquiry Use digital tools and online resources to explore a problem or issue.	and skill in the elementary grades is foundation for future success academically and in career Experiences in family, community, and culture develop personal identity. Observation & participation in culturally authentic activities develop cultural awareness for products and practices. **PFL.9.1.4.E.1** Factors that influence consumer decisions	restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments.

Grades 3-4   HPE.2.3.4.A.1-2   HPE.2.3.4.B.1-5   HPE.2.3.4.C.1-3

CONTENT & SKILLS:	Interdisciplinary Connections	Technology	21st Century	Modifications
Distinguish between over-the-counter and prescription medicines. Determine possible side effects of common types of medicines. Explain why it is illegal to use or possess certain drugs/substances and the possible	**SOC.K-4.1.3** - Critical Thinking Distinguish fact from fiction. **SOC.K-4.1.1** - Chronological Thinking	**TECH.8.1.5.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.	**CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work. Explain why knowledge and skill in the elementary grades is foundation for future	

| consequences.

Compare the short- and long-term physical effects of all types of tobacco use.

Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.

Identify the short- and long- term physical effects of inhaling certain substances.

Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.

Differentiate between drug use, abuse, and misuse.

Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs. | Explain how the present is connected to the past.

4-PS4-2.2 - Cause and Effect
Cause and effect relationships are routinely identified. | Apply existing knowledge to generate new ideas, products, or processes.

Collaborate to produce a digital story about a significant local event or issue based on first-person interviews. | success academically and in career

Experiences in family, community, and culture develops personal identity.

Observation & participation in culturally authentic activities develop cultural awareness for products and practices.

PFL.9.1.4.E.1
Factors that influence consumer decisions | |
| --- | --- | --- | --- | --- |

Grades 5-6   HPE.2.3.6.A.1-2   HPE.2.3.6.B.1-7   HPE.2.3.6.C.1-4

CONTENT & SKILLS:	**Interdisciplinary Connections**	**Technology**	**21st Century**	**Modifications**
Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.

Compare information found on over-the-counter and prescription medicines.

Explain the system of drug classification and why | **6-8.MS-LS1-2.6 - Structure and Function**

Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and | **TECH.8.1.5.CS2**
Select and use applications productively

TECH.8.1.5.B.CS2
Create original works as a means of personal or group expression | **CAEP.9.2.8.B.3** - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities | |

it is useful in preventing substance abuse. Relate tobacco use and the incidence of disease. Compare the effect of laws, policies, and procedures on smokers and nonsmokers. Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health. Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk. Summarize the signs and symptoms of inhalant abuse. Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. Explain how wellness is affected during the stages of drug dependency/addiction. Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models. Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.	leaves the cell In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. **6-8.MS-LS1-3.4 - Systems and System Models** Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. **SOC.5-8.1.3 - Critical Thinking** Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. **SOC.5-8.1.4 - Presentational Skills** Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)	**TECH.8.1.5.C.CS2** Communicate information and ideas to multiple audiences using a variety of media and formats **TECH.8.1.5.D.CS2** Demonstrate personal responsibility for lifelong learning **TECH.8.1.5.D.3** Practice cyber safety, cyber security, and cyber ethics when using technologies	for use in a career.	

	SOC.6.3.8 - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.			

Grades 7-8   HPE.2.3.8.A.1-2   HPE.2.3.8.B.1 -8   HPE.2.3.8.C.1-2

CONTENT & SKILLS:	Interdisciplinary Connections	Technology	21st Century	Modifications
Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals. Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse. Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. Predict the legal and financial consequences of the use, sale, and possession of illegal substances. Analyze the effects of all types of tobacco use on the aging process. Compare and contrast smoking laws in New Jersey with other states and countries. Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related	**6-8.MS-LS1-2.6 - Structure and Function** Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. **6-8.MS-LS1-3.4 - Systems and System Models** Systems may interact with other systems; they may	**TECH.8.1.8.C** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.	**CAEP.9.2.8.B.3** - Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home,, and extracurricular activities for use in a career.	

impairment of behavior, judgment, and memory. Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs. Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness. Analyze health risks associated with injected drug use. Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life. Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.	have sub-systems and be a part of larger complex systems. **SOC.5-8.1.3 - Critical Thinking** Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. **SOC.5-8.1.4 - Presentational Skills** Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation) **SOC.6.3.8** - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Listen open-mindedly to views contrary to their own. Collaboratively develop and practice strategies for managing and resolving			

	conflict.			

RELATIONSHIPS AND HUMAN SEXUALITY - PACING 4 WEEKS

ENDURING UNDERSTANDING:
K-8: Knowledge about the physical, emotional, and social aspects of human relationships and sexuality support a healthy, active lifestyle.
(Relationships, Sexuality, Pregnancy/Parenting)

ESSENTIAL QUESTIONS: K-4
- What are safe and unsafe physical interactions?
- How can families be different?
- How do successful families function?
- How are you cared for?
- What is friendship?
- How should we treat family and friends?

ESSENTIAL QUESTIONS: 5-8
- How do families meet needs?
- How do peer relationships change?
- What is adolescence?
- What are some of the physical changes teens experience during puberty?
- What are the key skills essential to any healthy relationship?
- Why is abstinence the best choice for teens?
- Why does teen pregnancy carry a higher-than average risk for both the mother and baby?
- What makes relationships healthy or unhealthy?
- What are the key components of the male and female reproductive system?

CONTENT & SKILLS:	Interdisciplinary Connections	Technology	21st Century	Modifications for all grade levels
K-2 HPE.2.4.2.A1-3 HPE.2.4.2.B.1 HPE.2.4.2.C.1				
Compare and contrast different kinds of families locally and globally. Distinguish the roles and responsibilities of different family members. Determine the factors that contribute to healthy relationships.	**SCI.K-2.5.3.2.A** - Living organisms are composed of cellular units (structures) that carry out functions required for life. Living organisms: Exchange nutrients and water with the environment.	**TECH.8.1.2.E** - Students apply digital tools to gather, evaluate, and use information. Plan strategies to guide inquiry	**CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work. Explain why knowledge and skill in the elementary grades is foundation for future success academically	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Repetition and practice

Compare and contrast the physical differences and similarities of the genders. Explain the factors that contribute to a mother having a healthy baby.	Grow and develop in a predictable manner Both plants and animals need to take in water, and animals need to take in food. **LA.2.RF -Reading Foundation Skills** Know and apply grade-level phonics and word analysis skills in decoding words.	Use digital tools and online resources to explore a problem or issue.	and in career Experiences in family, community, and culture develop personal identity. Observation & participation in culturally authentic activities develop cultural awareness for products and practices. **PFL.9.1.4.E.1** Factors that influence consumer decisions	● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments.

Grades 3-4   HPE.2.4.4.A.1 -2   HPE.2.4.4.B.1   HPE.2.4.4.C.1 -2

Explain how families typically share common values, provide love and emotional support, and set boundaries and limits. Explain why healthy relationships are fostered in some families and not in others. Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages. Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy. Relate the health of the birth mother to the development of a healthy fetus.	**SOC.K-4.1.3 - Critical Thinking** Distinguish fact from fiction. **SOC.K-4.1.1** - **Chronological Thinking** Explain how the present is connected to the past. **4-PS4-2.2 - Cause and Effect** Cause and effect relationships are routinely identified.	**TECH.8.1.5.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. Apply existing knowledge to generate new ideas, products, or processes. Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.	**CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work. Explain why knowledge and skill in the elementary grades is foundation for future success academically and in career Experiences in family, community, and culture develops personal identity. Observation & participation in culturally authentic activities develop cultural awareness for products and practices.	

			PFL.9.1.4.E.1 Factors that influence consumer decisions	

Grades 5-6   HPE.2.4.6.A.1-5   HPE.2.4.6.B.1-4   HPE.2.4.6.C

Compare and contrast how families may change over time.

Analyze the characteristics of healthy friendships and other relationships.

Examine the types of relationships adolescents may experience.

Demonstrate successful resolution of a problem(s) among friends and in other relationships.

Compare and contrast the role of dating and dating behaviors in adolescence.

Compare growth patterns of males and females during adolescence.

Summarize strategies to remain abstinent and resist pressures to become sexually active.

Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.

Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.

Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.

Identify the signs and symptoms of pregnancy.

Identify prenatal practices that support a | **6-8.MS-LS1-2.6 - Structure and Function**

Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell

In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.

6-8.MS-LS1-3.4 - Systems and System Models

Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems.

SOC.5-8.1.3 - Critical Thinking

Assess the credibility of | **TECH.8.1.5.CS2** Select and use applications productively

TECH.8.1.5.B.CS2 Create original works as a means of personal or group expression

TECH.8.1.5.C.CS2 Communicate information and ideas to multiple audiences using a variety of media and formats

TECH.8.1.5.D.CS2 Demonstrate personal responsibility for lifelong learning

TECH.8.1.5.D.3 Practice cyber safety, cyber security, and cyber ethics when using technologies | **CAEP.9.2.8.B.3 -** Evaluate communication, collaboration, and leadership skills that can be developed through school, work home,, and extracurricular activities for use in a career. | |

healthy pregnancy.

Predict challenges that may be faced by adolescent parents and their families. | sources by identifying bias and prejudice in documents, media, and computer-generated information.

SOC.5-8.1.4 - Presentational Skills Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)

SOC.6.3.8 - All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. | | | |
| **Grades 7-8   HPE.2.4.8.A.1-6   HPE.2.4.8.B.1-6   HPE.2.4.8.C.1-5** | | | | |
| Predict how changes within a family can impact family members.

Explain how the family unit impacts character development.

Explain when the services of professionals are needed to intervene in relationships.

Differentiate between affection, love, commitment, and sexual attraction | **6-8.MS-LS1-2.6 - Structure and Function**

Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell

In multicellular organisms, | **TECH.8.1.8.C** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. | **CAEP.9.2.8.B.3 -** Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home, and extracurricular activities for use in a career. | |

Determine when a relationship is unhealthy and explain effective strategies to end the relationship. Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age. Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. Compare and contrast methods of contraception used by adolescents and factors that may influence their use. Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy. Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping. Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine. Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth.	the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions. **6-8.MS-LS1-3.4 - Systems and System Models** Systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. **SOC.5-8.1.3 - Critical Thinking** Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information. **SOC.5-8.1.4 - Presentational Skills** Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation) **SOC.6.3.8** - All students will acquire the skills needed to be active, informed citizens who value diversity and	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.		

	promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Listen open-mindedly to views contrary to their own.			
Determine effective strategies and resources to assist with parenting. Predict short- and long-term impacts of teen pregnancy. Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.				
	Collaboratively develop and practice strategies for managing and resolving conflict.			

PHYSICAL EDUCATION

MOTOR SKILL DEVELOPMENT- PACING 16 WEEKS

ENDURING UNDERSTANDING:
 K-8   Safe, efficient, and effective movement develops and maintains a healthy, active lifestyle.
(Movement Skills and Concepts; Strategy; Sportsmanship, Rules, and Safety)

ESSENTIAL QUESTIONS: K-4
- How does practice and effort impact performance?
- When is play competitive?
- Why is sportsmanship important?
- Why are rules important?
- What are the differences between offense and defense?

- Why is it important to show correct movement patterns?
- How can team members work together to achieve a goal?

ESSENTIAL QUESTIONS: 5-8
- How does effort and practice impact performance?
- What variables affect movement skills?
- How do proper motor skills impact wellness?
- How do the laws of motion impact movements and motor skills?
- How can you correct movement errors?
- What are key offensive strategy?
- What are key defensive strategies?
- How can strategy impact game play?
- How can positive and negative sportsmanship impact a team/individuals sports season?

GRADES K-2 HPE.2.5.2.A.1-4 HPE.2.5.2.B.1-4 HPE.2.5.2.C.1 -2

CONTENT & SKILLS:	Interdisciplinary Connections	Technology	21st Century	Modifications for all grade levels
Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. Respond in movement to changes in tempo, beat, rhythm, or musical style. Correct movement errors in response to feedback. Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. Explain the difference between offense and defense. Determine how attitude impacts physical performance.	**SCI.K-2.5.2.2.E -** It takes energy to change the motion of objects. The energy change is understood in terms of forces Objects can move in many different ways (fast and slow, in a straight line, in a circular path, zigzag, and back and forth). Distinguish a force that acts by direct contact with an object (e.g., by pushing or pulling) from a force that can act without direct contact (e.g., the attraction between a magnet and a steel paper clip). **VPA.1.3.2.A.2** -Create and perform planned and improvised movement	**TECH.8.1.2.C**-Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Develop cultural understanding and global awareness by engaging with learners of other cultures.	**CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work. Explain why knowledge and skill in the elementary grades is foundation for future success academically and in career Experiences in family, community, and culture develop personal identity. Observation & participation in culturally authentic activities develop cultural awareness for products and practices.	- Pair visual prompts with verbal presentations - Ask students to restate information, directions, and assignments. - Repetition and practice - Model skills / techniques to be mastered. - Extended time to complete task. - Preferential seating to be mutually determined by the student and teacher - Student may request to use a computer to complete assignments. - Vary distances for

Demonstrate strategies that enable team and group members to achieve goals. Explain what it means to demonstrate good sportsmanship. Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.	sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.			tasks - Vary object size - Differentiate groups according to skill level. - Allow individual and partner work to develop desired skills. - Differentiate task according to ability level e.g. bounce catch, regular catch and 1 handed.

GRADES 3-4   HPE.2.5.4.A.1-4   HPE.2.5.4.B.1-2   HPE.2.5.4.C.1-2

Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied setting. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. Correct movement errors in response to feedback and explain how the change improves performance. Explain and demonstrate the use of basic offensive and defensive strategies. Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments. Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.	**SCI.3-4.5.2.4.E.b** - There is always a force involved when something starts moving or changes its speed or direction of motion. A greater force can make an object move faster and farther. Identify the force that starts something moving or changes its speed or direction of motion. **VPA.1.3.5.A.3** - Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli. Dance requires a fundamental understanding of body alignment and applied kinesthetic principles. Age-appropriate	**TECH.8.1.5.B** - [*Strand*] - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. Apply existing knowledge to generate new ideas, products, or processes. Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.	**CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work. Explain why knowledge and skill in the elementary grades is foundation for future success academically and in career Experiences in family, community, and culture develops personal identity. Observation & participation in culturally authentic activities develop cultural awareness for products and practices. **PFL.9.1.4.E.1** Factors that influence consumer decisions	

Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.	conditioning of the body enhances flexibility, balance, strength, focus, concentration, and performance technique. Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.			

GRADES 5-6   **HPE.2.5.6.A1-4   HPE.2.5.6.B.1-2   HPE.2.5.6.C.1-3**

Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance). Use self-evaluation and external feedback to detect and correct errors in one's movement performance. Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.	**SOC.6.3.8 -**All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Collaboratively develop and practice strategies for managing and resolving conflict. **6-8.MS-PS2-1.PS2.A** - **Forces and Motion** For any pair of interacting objects, the force exerted by the first object on the second object is equal in	**TECH.8.1.5.D.3** Practice cyber safety, cyber security, and cyber ethics when using technologies **TECH.8.1.8.A.5** -Create a database query, sort and create a report and describe the process, and explain the report results. **TECH.8.1.8.F.CS3 -** Collect and analyze data to identify solutions and/or make informed decisions.	**CAEP.9.2.8.B.3** - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	

Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement. Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. Relate the origin and rules associated with certain games, sports, and dances to different cultures.	strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion **6-8.MS-PS2-5.PS2.B** - Types of Interactions Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). **VPA.1.2.8.A - History of the Arts and Culture** Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values.			

	VPA.1.3.8.A - **Dance**			
	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.			
GRADES 7-8: **HPE.2.5.8.A.1-4** **HPE.2.5.8.B.1-3** **HPE.2.5.8.C.1-3**				
Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied setting Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance). Detect, analyze, and correct errors and apply to refine movement skills. Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings. Assess the effectiveness of specific mental strategies applied to improve performance. Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement. Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.	SOC.6.3.8 -All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Collaboratively develop and practice strategies for managing and resolving conflict. **6-8.MS-PS2-1.PS2.A** - Forces and Motion For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). The motion of an object is	TECH.8.1.8.C - [Strand] - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. **TECH.8.1.5.D.3** Practice cyber safety, cyber security, and cyber ethics when using technologies **TECH.8.1.8.A.5** -Create a database query, sort and create a report and describe the process, and	CAEP.9.2.8.B.3 - [*Standard*] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	

Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities. Analyze the impact of different world cultures on present-day games, sports, and dance.	determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion **6-8.MS-PS2-5.PS2.B** - Types of Interactions Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). **VPA.1.2.8.A** - History of the Arts and Culture Tracing the histories of dance, music, theatre, and visual art in world cultures provides insight into the lives of people and their values. **VPA.1.3.8.A** - Dance Incorporate a broad range of dynamics and movement qualities in planned and improvised	explain the report results. **TECH.8.1.8.F.CS3 -** Collect and analyze data to identify solutions and/or make informed decisions.		

	solo and group works by manipulating aspects of time, space, and energy.			

FITNESS - PACING 16 WEEKS

ENDURING UNDERSTANDING:
K-8 Health-related and skill-related fitness concepts and skills develop and maintain a healthy, active lifestyle.
(Fitness and Physical Activity)

ESSENTIAL QUESTIONS
K-4:
- How does fitness affect health and wellness?
- How can fitness improve my health?
- How can we use technology for fitness?
- What activities make us fit?
- What is exercise?
- What's a goal?

5-8:
- What is personal fitness?
- What is training?
- What are the skill related/health related components of fitness?
- How can fitness goals benefit your well being?
- What is the FITT principle?

CONTENT & SKILLS: Pacing	Interdisciplinary Connections	Technology	21st Century	Modifications for all grade levels
GRADES K-2 HPE.2.6.2.A.1-3				
Explain the role of regular physical activity in relation to personal health. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote	**SCI.K-2.5.2.2.E** - It takes energy to change the motion of objects. The energy change is understood in terms of forces	**TECH.8.1.2.C** - Students use digital media and environments to communicate and work	**CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work. Explain why knowledge and skill in	● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Repetition and practice

fitness. Develop a fitness goal and monitor progress towards achievement of the goal.	Distinguish a force that acts by direct contact with an object (e.g., by pushing or pulling) from a force that can act without direct contact (e.g., the attraction between a magnet and a steel paper clip). **MA.2.2.NBT.A.2** - Count within 1000; skip-count by 5s, 10s, and 100s. **MA.2.2.MD.A.3** - Estimate lengths using units of inches, feet, centimeters, and meters.	collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	the elementary grades is foundation for future success academically and in career Experiences in family, community, and culture develop personal identity. Observation & participation in culturally authentic activities develop cultural awareness for products and practices.	● Model skills / techniques to be mastered. ● Extended time to complete class work ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments. ● Establish expectations for correct spelling on assignments. ● Vary weights ● Differentiate groups according to skill level. ● Allow individual and partner work to develop desired skills. ● Differentiate task according to fitness level e.g. modified push-ups, flexed arm hang etc.
Grades 3-4 HPE.2.6.4.A.1 -4				
Determine the physical, social, emotional, and intellectual benefits of regular physical activity. Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness. Develop a health-related fitness goal and track progress using health/fitness indicators. Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.	**SOC.K-4.1.3** - **Critical Thinking** Distinguish fact from fiction. **SOC.K-4.1.1** - Chronological Thinking Explain how the present is connected to the past. **4-PS4-2.2** - Cause and Effect Cause and effect relationships	**TECH.8.1.5.B** - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. Apply existing knowledge to generate new ideas, products,	**CAEP 9.2.4.A.1, 2, 4** Identify types of work, why people work. Explain why knowledge and skill in the elementary grades is foundation for future success academically and in career Experiences in family, community, and culture develop personal identity.	

	are routinely identified.	or processes. Collaborate to produce a digital story about a significant local event or issue based on first-person interviews.	Observation & participation in culturally authentic activities develop cultural awareness for products and practices. **PFL.9.1.4.E.1** Factors that influence consumer decisions	

Grades 5-6   HPE.2.6.6.A.1-7

Analyze the social, emotional, and health benefits of selected physical experiences. Determine to what extent various activities improve skill-related fitness versus health-related fitness. Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. Relate physical activity, healthy eating, and body composition to personal fitness and health. Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.	**6-8.MS-PS2-1.PS2.A** - Forces and Motion For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion **6-8.MS-PS2-5.PS2.B** - Types of Interactions Forces that act at a distance (electric, magnetic, and	**TECH.8.1.8.C** - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. **TECH.8.1.5.D.3** Practice cyber safety, cyber security, and cyber ethics when	**CAEP.9.2.8.B.3**- Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home, and extracurricular activities for use in a career.	

	gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). **MA.6.6.RP.A.3** - Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. **MA.6.6.RP.A.3c** - Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent	using technologies **TECH.8.1.8.A.5** -Create a database query, sort and create a report and describe the process, and explain the report results. **TECH.8.1.8.F.CS 3 -** Collect and analyze data to identify solutions and/or make informed decisions.		
Grades 7-8 HPE.2.6.8.A.1-6				
Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. **Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.** **Analyze how medical and technological advances impact personal fitness.** Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. Use the primary principles of training (FITT)	**6-8.MS-PS2-1.PS2.A** - Forces and Motion For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law). The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero, its motion will change. The	TECH.8.1.8.C - [Strand] - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Interact, collaborate, and	CAEP.9.2.8.B.3 - [*Standard*] - Evaluate communication, collaboration, and leadership skills that can be developed through school, work home,, and extracurricular activities for use in a career.	

for the purposes of modifying personal levels of fitness. Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.	greater the mass of the object, the greater the force needed to achieve the same change in motion. For any given object, a larger force causes a larger change in motion **6-8.MS-PS2-5.PS2.B** - Types of Interactions Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively). **MA.6.6.RP.A.3** - [*Standard*] - Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. **MA.6.6.RP.A.3c** - Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent	publish with peers, experts, or others by employing a variety of digital environments and media. **TECH.8.1.5.D.3** Practice cyber safety, cyber security, and cyber ethics when using technologies **TECH.8.1.8.A.5** -Create a database query, sort and create a report and describe the process, and explain the report results. **TECH.8.1.8.F.CS 3 - Collect and analyze data to identify solutions and/or make informed decisions.**		

MATERIALS and RESOURCES:	INSTRUCTIONAL STRATEGIES	DIFFERENTIATION
YouTube NASPE Teacher Pay Teachers materials ● Health Websites: USDA.gov, Myplate.gov, Centerforprevention,org , Kidshealth.org, Medlineplus.gov ● Online Speaking/Reading: Kidshealth.org (auto-read option) ● Video Tools: YouTube, Edpuzzle ● Response Tools: Factile, ● Communicative Tools:Google Comments,Skype, ● E-Portfolios: Google Drive ● Written Text: Scholastic-Heads Up, SAMHSA- Tips for Teens, DEA- Get Smart About Drugs Pamphlet ● Physical Education: PECentral.org, https://vimeopro.com/60minkidsclub/fms (skill demonstrations), NFL Play60, President's Council on Sports, Nutrition and Fitness.	● Reinforcing effort ● Provide recognition ● Cooperative learning ● Cues, Questions, ● Summarizing ● Generating & testing hypotheses ● Student practice ● Individualized instruction ● Effective feedback ● Presenting learning goals/ objectives ● Authentic learning ● Adapting to learning styles ● Conferencing ● Activate prior knowledge ● Investigations ● Identifying similarities and differences ● Centers ● Modeling ● Music/ songs ● Peer teaching ● Student choice ● Think- Pair- Share ● Rubrics	**GIFTED AND TALENTED** ● Provide opportunities for open-ended, self-directed activities ● Permit students to lead activities **STUDENTS AT RISK OF FAILURE** ● Ask students to restate information, directions, and assignments. ● Repetition and practice ● Model skills / techniques to be mastered. ● Extended time to complete class work ● Provide copy of class notes (health) ● Preferential seating ● Student may request to use a computer to complete assignments. (health) ● Establish expectations for correct spelling on assignments. (health) ● Assign a peer helper in the class setting ● Provide regular parent/ school communication