

**Lower Township School District  
Cape May, New Jersey**

**Comprehensive  
Health & Physical Education  
Curriculum  
Grades 3 & 4**

**Comprehensive Health & Physical Education Curriculum  
Instructional Units Task Force Members**

Krista James  
Gerald Griffin  
Kristine Kelly  
Matthew Danze

Sabina Muller, Supervisor of Curriculum and Instruction  
December 2014

Lower Township School District

Cape May, New Jersey

## Unit 1

**Establishing a Learning Environment:  
Sportsmanship, Rules and Safety: Teamwork and  
Cooperation; Fitness**

Lower Township School District  
Cape May, New Jersey

Unit Overview	
<b>Content Area:</b> Physical Education	
<b>Unit Title:</b> Establishing a Learning Environment: Sportsmanship, Rules and Safety: Teamwork and Cooperation: Fitness	<b>Unit:</b> 1
<b>Target Course/Grade Level:</b> Third and Fourth	<b>Timeline:</b> Embedded throughout all Units of Study
<p><b>Unit Summary</b> This unit will set the stage and offering of the course expectations throughout the course of the year. Students will be provided with the essential rules to remain safe in their learning environment, model effective, supportive and respectful communication with others, as well as acquire an understanding of how to develop and maintain a healthy and active lifestyle.</p> <p><b>Primary interdisciplinary connections:</b> Character Education 21<sup>st</sup> Century Life and Careers 21<sup>st</sup> century themes and skills: Critical Thinking and Problem Solving; Collaboration. Teamwork, and Leadership</p> <p><b>Unit Rationale</b> Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.</p>	
Learning Targets	
<b>Standards</b>	
<p><b>2.5 Motor Skill Development</b></p> <p><b>2.6 Fitness</b></p>	<p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety</p> <p>All students will apply health- related and skill –related fitness concepts and skills to develop and maintain a health, active lifestyle.</p> <p>A. Fitness and Physical Activity</p>
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>• Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</li> <li>• Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>• Each component of fitness contributes to personal health as well as motor skill development</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.

Lower Township School District  
Cape May, New Jersey

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

**Unit Essential Questions**

- What are the safety rules that we must follow in the gym and why are they so important?
- What is meant by sportsmanship?
- How do we show good sportsmanship while participating in different activities in the gym room?
- Why is it important to work together during activities?
- What is the difference between competition and cooperation?
- How can one establish their personal fitness goal?
- How can we measure our physical fitness level and track our progress from year to year?
- Why are warm-up exercises important?

**Unit Enduring Understandings**

- Games/competitions are most enjoyable when all players follow the rules, play fair and demonstrate a healthy attitude about winning and losing.
- Students who display appropriate and cooperative behavior while participating in and watching games add to the enjoyment of the game.
- Teamwork means that all team members must communicate effectively and interact in helpful, encouraging and supportive ways while playing.
- Having a good attitude is necessary to improve individual and team performance.
- Fitness goals will help us focus on specific types and amounts of physical activity that will improve personal health.
- Factors such as diet, heredity, training, lifestyle and technology affect personal fitness.
- Understand that warm-up exercises are important for safe and efficient movement

**Unit Learning Targets (Outcomes) –**

*Students will ...*

- Explain and demonstrate an understanding of rules and expectations and why they are expected and necessary.
- Explain and demonstrate class procedures and safety rules.
- Demonstrate understanding of following rules of an activity, skill, and game, and why they are necessary when moving with others.
- Identify and maintain a safe personal space during activity.
- Explain what is meant by good sportsmanship.
- Demonstrate good sportsmanship behavior during activity.
- Engage in developmentally appropriate competitive strategies in games, sports, and movement activities.



Lower Township School District  
Cape May, New Jersey

- Demonstrate the ability to work collaboratively toward a common goal.
- Recognize the contributions of teammates and use appropriate ways to motivate and celebrate accomplishments.
- Explain the difference between offense and defense.
- Understand how attitude affects physical performance.
- Explain the physical, social, emotional, and intellectual benefits of regular physical activity.
- Explain what it means to be physically fit.
- Develop and improve the basic components of physical fitness: endurance, strength, agility, balance, and flexibility.
- Measure and compare their resting and working heart rates.
- Set a personal fitness goal and track the progress towards their achievement of the goal.
- Explain how factors such as heredity, diet, training, and technology influence personal fitness.
- Demonstrate and lead peers in developmentally appropriate warm-up exercises (e.g. stretching, strengthening, etc.).

**Integration of Technology:** stopwatch, iPad, iPod, DVD's, CD's

**Technology Resources:** [www.pecentral.org](http://www.pecentral.org)

**Opportunities for Differentiation:**

Examples of warm up exercises: arm/leg/body stretches, push-ups, crab touches, table, bridge, fast feet, ski slickers, crunches, jumping jacks, mountain climbers, walking, jogging, running.

- Flexible grouping
- Student centered activities
- Learning stations
- Small group discussion
- Problem solving situations

**Teacher Notes:**

**Primary interdisciplinary connections:** Character Education, 21<sup>st</sup> Century Life and Careers

21<sup>st</sup> century themes: Critical Thinking and Problem Solving; Collaboration, Teamwork, and Leadership

**Evidence of Learning**

**Summative Assessment**

Grade level benchmark expectations

**Equipment needed:** See all units

**Teacher Instructional Resources:** Spark Ages 5-14

**Formative Assessments**

- Participation/effort in skill development
- Individual/group performance assessment
- Teacher observation and feedback
- Sportsmanship and cooperative behavior
- Anecdotal records
- Performance checklist
- Discussion
- Rubrics

Lower Township School District  
Cape May, New Jersey

<u>ACTIVITIES</u>	<u>MATERIALS</u>
Jump rope activities-short rope, long rope, ball on rope Hula hoop-Musical Islands, Hoopla Kickball, Whiffle ball, basketball, Burn ball, Battleship, Angry birds Champion Bowlers, Keep it up, Frisbee golf, Obstacle course, Tunnels, End line soccer, scooter hockey, Taco tag, Octopus tag, Minefield, juggling, lacrosse, dance	Jump ropes, basketballs, hula hoops, balls, beanbags, parachute, bowling pins, mats, balloons, cones, polypots, noodles, Frisbees, balance beam, tunnel, juggling scarves, ribbons, scooters, whiffle ball bats, bases, hockey sticks, lacrosse sticks, music, CD player, bosu ball, exercise bands

Lower Township School District  
Cape May, New Jersey

Unit 2

**Movement Education/Rhythm**

Lower Township School District  
Cape May, New Jersey

Unit Overview	
<b>Content Area:</b> Physical Education	
<b>Unit Title:</b> Movement Education/Rhythm	<b>Unit:</b> 2
<b>Target Course/Grade Level:</b> Third and Fourth	<b>Timeline:</b> Ongoing throughout the year
<p><b>Unit Summary</b></p> <p>Throughout this unit of study, students will demonstrate various movement concepts including dance. These skills and concepts will be instructed and built on throughout additional units occurring over the course of the year. The modeling of effective, supportive and respectful communication with others will also be reinforced.</p>	
Learning Targets	
<b>Standards</b>	
<p><b>2.5 Motor Skill Development</b></p>	<p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts</p>
<p><b>2.6 Fitness</b></p>	<p>All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>A. Fitness and Physical Activity</p>
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>• Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>• Ongoing feedback impacts improvement and effectiveness of movement actions.</li> <li>• Each component of fitness contributes to personal health as well as motor skill performance.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI) –</b>
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why is learning different ways to move important for participation in physical activity?</li> <li>• What are the different locomotor skills that one needs during a physical activity?</li> <li>• How can understanding movement concepts improve my performance?</li> <li>• How does dance improve our physical fitness?</li> <li>• How does dance help improve performance in other sports and physical activities?</li> </ul>	<p><b>Unit Understandings</b></p> <ul style="list-style-type: none"> <li>• Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance, and recreational activities.</li> <li>• Understand that repetitive practice of new skills learned will enhance one’s ability to play.</li> <li>• Implementing movement principles such as space, speed, force, projection, or tempo makes movement more effective and more interesting.</li> <li>• Dance raises our heart rates and helps improve</li> </ul>



Lower Township School District  
Cape May, New Jersey

	<p>our physical fitness. It also benefits our mental, emotional, and social health.</p> <ul style="list-style-type: none"> <li>• Dance helps improve agility, balance, and coordination needed in other sports.</li> </ul>
--	--

**Unit Learning Targets (Outcomes) –**  
*Students will ...*

- Demonstrate developmentally appropriate gross motor skills (e.g. crawl, walk, jog, run, skip, hop jump, leap, gallop, side-step, and animal movements).
- Move safely with body control in relation to others, objects and boundaries in personal and general space.
- Explain and demonstrate movement sequences, individually and with others, with changes in pace, direction, and level.
- Correct movement errors in response to feedback and understand how the changes improve performance.
- Respond to changes in tempo, beat, rhythm or music style through their movement.
- Demonstrate an understanding of rhythm, and music counts while moving to music.
- Develop and improve motor skills and performance through practice.
- Practice dance steps/skills to increase eye-hand, eye-foot coordination.
- Perform basic steps and movements necessary for several forms of social dance: popular line dance, folk, square and contra dance steps.
- Dance independently and cooperatively with a partner or small group.
- Demonstrate ways to ride scooters safely.
- Demonstrate self-propelling in various positions on scooters (e.g. sitting, knees, lying on stomach) under control.

**Integration of Technology:** iPod, DVD player, cd player, iPod, Wii

**Technology Resources:** [www.pecentral.org](http://www.pecentral.org)

**Opportunities for Differentiation:** Examples of warm up exercises: arm/leg/body stretches, push-ups, crab touches, table, bridge, fast feet, ski slickers, crunches, jumping jacks, mountain climbers, walking, jogging, running.

- Flexible grouping
- Student centered activities
- Learning stations
- Small group discussion
- Problem solving situations

**Teacher Notes:**

**Primary interdisciplinary connections:** Character Education, 21<sup>st</sup> Century Life and Careers

**21<sup>st</sup> century themes:** Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork, and Leadership

**Evidence of Learning**

**Summative Assessment**  
**Grade level benchmark expectations**

**Equipment needed:** iPod, music, pinnies, tennis balls, cones, spots, hula hoops, various objects for relay exchanges and tag games, large dice, scooters, jump ropes, bean bags, parachute

Lower Township School District  
Cape May, New Jersey

**Teacher Instructional Resources:**

**Formative Assessments**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Participation/effort in skill development</li> <li>• Individual/group performance assessment</li> <li>• Teacher observation and feedback</li> <li>• Discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Sportsmanship and cooperative behavior</li> <li>• Anecdotal records</li> <li>• Performance checklist</li> <li>• Rubrics</li> </ul> |
|--|---|

<u>ACTIVITIES</u>	<u>MATERIALS</u>
<p>Individual and Team Tag Activities/Games Taco tag, Octopus tag, Everyone's It, Mouse Trap, Sharks and Minnows, Parachute activities, Scooter activities Ribbon dancing and scarves</p> <p>Hoop play</p> <p>Movement and dance: Traditional and Folk Dances including: Chicken dance, Limbo, Alley Cat, Twist, Bunny Hop, Square dancing, Zumba, Macarena, Boot Skooting Shuffle, Conga Line, Folk dances from around the World</p>	<p>Jump ropes, hula hoops, balls, beanbags, parachute, bowling pins, mats, balloons, cones, polypots, noodles, Frisbees, balance beam, tunnel, juggling scarves, ribbons, scooters, whiffle ball bats, bases, hockey sticks, lacrosse sticks, music, CD player, bosu ball, exercise bands, Wii</p>

**Evidence of Learning**

**Summative Assessment**

**Grade level benchmark expectations**

Equipment needed: music, bean bags, balls, balloons, scarves, paddle, racquets, sticks, bowling balls and pins, poly spots, soccer balls, cones, small and medium Nerf balls, pinnies, rubber playground balls, Nerf bats, whiffle bats, bats, paddles, bases, basketballs, Nerf footballs, goals, beach balls

**Teacher Instructional Resources:** Spark ages 5-14

**Formative Assessments**

- Participation/effort in skill development
- Individual/group performance assessment
- Teacher observation and feedback
- Sportsmanship and cooperative behavior
- Anecdotal records
- Performance checklist
- Discussion
- Rubrics

<u>ACTIVITIES</u>	<u>MATERIALS</u>
Partner Toss and Catch, Hit the Pin, Target toss games, Juggling, Tossing/Throwing/Catching Challenges, Stop and Go Dribble, Partner pass and trap, End line soccer, Soccer dribble tag, Tunnels, Football Relay, Football Kick Return, Kickball, Bowling, Balloon Volleyball, Sideline Basketball, Base Running Games, Batting/Fielding, Whiffle Ball, Scrimmages	Playground balls, tennis balls, basketballs, yarn balls, whiffle balls, soccer balls, bowling balls, footballs, targets, juggling scarves, balloons, bases, cones

Lower Township School District  
Cape May, New Jersey

Unit 3

**Strategy; Individual and Group Activities**



Lower Township School District  
Cape May, New Jersey

Unit Overview	
<b>Content Area:</b> Physical Education	
<b>Unit Title:</b> Strategy; Individual and Group Activities (Ball Handling)	<b>Unit:</b> 3
<b>Target Course/Grade Level:</b> Third and Fourth	<b>Timeline:</b> Ongoing throughout the year
<p><b>Unit Summary</b></p> <p>This unit of study will offer students the skills needed to participate in various independent and group activities. Ball handling activities include: kicking, foot dribbling skills, stopping/trapping and passing, (those associated with soccer) and other opportunities involving throwing, catching, rolling, weight transfer, bouncing and shooting (those associated with basketball, whiffle ball, bowling and kickball).</p> <p><b>Primary interdisciplinary connections:</b> Character Education, 21st Century Life and Careers  <b>21st century themes and skills:</b> Critical Thinking and Problem Solving; Collaboration, Teamwork, and Leadership</p> <p><b>Unit Rationale</b>  Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.</p>	
Learning Targets	
<b>Standards</b>	
<b>2.5 Motor Skill Development</b>	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A. Movement, Skills, and Concepts B. Strategy C. Sportsmanship, Rules, and Safety
<b>2.6 Fitness</b>	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. A. Fitness and Physical Activity
<b>Content Statements</b>	
<ul style="list-style-type: none"> <li>• Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</li> <li>• Ongoing feedback impacts improvement and effectiveness of movement actions.</li> <li>• Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</li> <li>• Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</li> <li>• Appropriate types and amounts of physical activity enhances personal health.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.

Lower Township School District  
Cape May, New Jersey

2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
2.6.2.A.2	Explain what it means to be physically fit and engaged in moderate to vigorous age-appropriate activities that promote fitness.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"><li>• How do games and activities improve our fitness?</li><li>• How do skills and strategies improve our fitness?</li><li>• Why is it important to learn offensive and defensive strategies of a game?</li><li>• What skills and strategies are needed to achieve success while participating in various games and activities?</li><li>• How does good sportsmanship add to the enjoyment of a game?</li></ul>	<b>Unit Understandings</b> <ul style="list-style-type: none"><li>• Learning how to kick, bounce, hit, throw and catch</li><li>• a ball allows us to play different games.</li><li>• Being active can help us gain muscular strength, flexibility, balance and endurance.</li><li>• Learning how to play offense and defense will help team effort and result.</li><li>• Participating in sports, games and other activities exercises our heart and other muscles.</li><li>• Good sportsmanship rewards everyone-no matter whether the game is won or lost.</li></ul>
<b>Unit Learning Targets (Outcomes) –</b> <i>Students will ...</i>	



Lower Township School District  
Cape May, New Jersey

- Demonstrate developmentally appropriate ways to kick/dribble a soccer ball with both feet.
- Demonstrate the passing of a soccer ball using the inside of students' foot.
- Stop/trap a soccer ball with legs and feet.
- Demonstrate passing and shooting a soccer ball while moving in an open space.
- Demonstrate a soccer throw-in, place kick and punt.
- Demonstrate a football forward pass, catch, punt and kick-off tee.
- Share a ball with a partner while moving it in an open space.
- Demonstrate the ability to pass a ball while maintaining control.
- Demonstrate developmentally appropriate underhand and overhand techniques using various balls objects and targets.
- Demonstrate changes in time, force and flow while moving in different directions and pathways in personal and general space while carrying a ball.
- Demonstrate pass and catch with a basketball with two hands using developmentally appropriate techniques needed for the bounce and chest passes.
- Demonstrate shooting at a goal using developmentally appropriate techniques needed for the set/jump shot, free throw and beginning lay-up.
- Rebound a basketball.
- Develop an understanding of court positions and basic rules in basketball.
- Practice hitting a stationary target (through kicking, throwing, rolling).
- Develop foot-eye coordination with kicking activities, and during movement.
- Develop and improve skills and performance through practice.
- Demonstrate proper hand positioning on a ball.
- Understand (with support) how to score traditionally and using modified methods.
- Demonstrate basic goal shooting (offence) and goalkeeping (defense) skills.
- Demonstrate developmentally appropriate throwing, catching and fielding skills.
- Demonstrate the fundamentals of batting/hitting and base running.
- Learn basic positions, rules and offensive/defensive strategies in various sports.
- Roll a ball, bean bag at a moving target using developmentally appropriate techniques.
- Explain the basic scoring and rules of bowling
- Develop and increase students' reaction time.

**Integration of Technology:** CD player, DVD player, iPod, iPad

**Technology Resources:** [www.pecentral.com](http://www.pecentral.com)

**Opportunities for Differentiation:**

Examples of warm up exercises: arm/leg/body stretches, push-ups, crab touches, table, bridge, fast feet, ski slickers, crunches, jumping jacks, mountain climbers, walking, jogging, running

- Flexible grouping
- Student centered activities
- Learning stations
- Small group discussions
- Problem solving situations
- Students will have the opportunity to choose and challenge themselves from different distances and different pieces of equipment if they choose to do so.

**Teacher Notes:**

**Primary interdisciplinary connections:** Character Education 21<sup>st</sup> Century Life and Careers

**21<sup>st</sup> century themes:** Critical Thinking and Problem Solving; Collaboration, Teamwork, and Leadership

**Evidence of Learning**

**Summative Assessment**

**Grade level benchmark expectations**

Equipment needed: music, bean bags, balls, balloons, scarves, paddle, racquets, sticks, bowling balls and pins, poly spots, soccer balls, cones, small and medium Nerf balls, pinnies, rubber playground balls, Nerf bats, whiffle bats, bats, paddles, bases, basketballs, Nerf footballs, goals, beach balls

**Teacher Instructional Resources:** Spark ages 5-14

**Formative Assessments**

- |   |                         |
|---|-------------------------|
| • Participation/effort in skill development | • Anecdotal records     |
| • Individual/group performance assessment   | • Performance checklist |
| • Teacher observation and feedback          | • Discussion            |
| • Sportsmanship and cooperative behavior    | • Rubrics               |

<u>ACTIVITIES</u>	<u>MATERIALS</u>
Partner Toss and Catch, Hit the Pin, Target toss games, Juggling, Tossing/Throwing/Catching Challenges, Stop and Go Dribble, Partner pass and trap, End line soccer, Soccer dribble tag, Tunnels, Football Relay, Football Kick Return, Kickball, Bowling, Balloon Volleyball, Sideline Basketball, Base Running Games, Batting/Fielding, Whiffle Ball, Scrimmages	Playground balls, tennis balls, basketballs, yarn balls, whiffle balls, soccer balls, bowling balls, footballs, targets, juggling scarves, balloons, bases, cones



Lower Township School District  
Cape May, New Jersey

Unit 4

**Personal Wellness/Fitness**

### Unit Overview

**Content Area:** Physical Education

**Unit Title:** Personal Wellness/Fitness

**Unit:** 4

**Target Course/Grade Level:** Third and Fourth

**Timeline:** Ongoing throughout the year

#### Unit Summary

Students will receive instruction that addresses the physical, mental, emotional, and social dimensions of health, develops health knowledge, attitudes, and skills, and is developmentally appropriate. This unit is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health related behaviors. Instruction will promote lifelong physical fitness.

### Learning Targets

#### Standards

<b>2.1 Wellness</b>	All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
<b>2.2 Integrated Skills</b>	All students will develop and use personal and interpersonal skills to support a healthy, active, lifestyle.
<b>2.3 Drugs and Medicines</b>	All students will acquire knowledge about alcohol, tobacco, and other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.
<b>2.6 Fitness</b>	All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

#### Content Statements

- The dimensions of wellness are interrelated and impact overall personal well-being.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- The use of disease prevention strategies in home, school, and community promotes personal health.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Many factors at home, school, and in the community impact social and emotional health. Effective communication may be a determining factor in the outcome of health and safety related situations.
- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Many health-related situations require the application of a thoughtful decision –making process.
- Personal core ethical values impact the health of oneself and others.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements) are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- Use of drugs in unsafe ways is dangerous and harmful.
- Substance abuse is caused by a variety of factors.
- Each component of fitness contributes to personal health as well as motor skill performance.
- The dimensions of wellness are interrelated and impact overall personal well-being.

Lower Township School District  
Cape May, New Jersey

CPI #	Cumulative Progress Indicator (CPI) -				
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.				
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.				
2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.				
2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.				
2.1.4.A.1	Explain the physical, emotional, and mental dimensions of personal wellness and how they interact.				
2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.				
2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively.				
2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.				
2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.				
2.1.4.B.4	Interpret food products labels based on nutritional content.				
2.2.4.A.1	Demonstrate effective interpersonal communication in health-and safety related situations.				
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.				
2.2.4.B.1	Use the decision-making process when addressing health-related issues.				
2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.				
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health, decisions, and behaviors.				
2.2.4.B.4	Develop a personal health goal and track progress.				
	Social and Emotional Health (Presentations with guidance counselor and behavior specialist).				
2.1.4E.1	Compare and contrast how individuals and families attempt to address basic human needs.				
2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.				
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.				
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.				
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;"><b>Unit Essential Questions</b></th> <th style="text-align: left; width: 50%;"><b>Unit Understanding</b></th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Why are warm-up exercises important?</li> <li>• How can one establish their personal fitness goal?</li> <li>• How can we measure our physical fitness level and track our progress from year to year?</li> <li>• Can you explain the difference between healthy and unhealthy eating practices?</li> <li>• Can you explain the difference between safe and unsafe practices?</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Understand that warm-up exercises are important for safe and effective movement.</li> <li>• Fitness goals will help us focus on specific types and amounts of physical exercise that will improve personal health.</li> <li>• Factors such as diet, heredity, training, lifestyle and technology affect personal fitness and overall health.</li> </ul> </td> </tr> </tbody> </table>		<b>Unit Essential Questions</b>	<b>Unit Understanding</b>	<ul style="list-style-type: none"> <li>• Why are warm-up exercises important?</li> <li>• How can one establish their personal fitness goal?</li> <li>• How can we measure our physical fitness level and track our progress from year to year?</li> <li>• Can you explain the difference between healthy and unhealthy eating practices?</li> <li>• Can you explain the difference between safe and unsafe practices?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that warm-up exercises are important for safe and effective movement.</li> <li>• Fitness goals will help us focus on specific types and amounts of physical exercise that will improve personal health.</li> <li>• Factors such as diet, heredity, training, lifestyle and technology affect personal fitness and overall health.</li> </ul>
<b>Unit Essential Questions</b>	<b>Unit Understanding</b>				
<ul style="list-style-type: none"> <li>• Why are warm-up exercises important?</li> <li>• How can one establish their personal fitness goal?</li> <li>• How can we measure our physical fitness level and track our progress from year to year?</li> <li>• Can you explain the difference between healthy and unhealthy eating practices?</li> <li>• Can you explain the difference between safe and unsafe practices?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that warm-up exercises are important for safe and effective movement.</li> <li>• Fitness goals will help us focus on specific types and amounts of physical exercise that will improve personal health.</li> <li>• Factors such as diet, heredity, training, lifestyle and technology affect personal fitness and overall health.</li> </ul>				
<b>Unit Learning Targets (Outcomes) –</b> <i>Students will ...</i> <ul style="list-style-type: none"> <li>• Explain the physical, social, emotional, and intellectual benefits of regular physical activity.</li> <li>• Explain what it means to be physically fit.</li> <li>• Develop and improve the basic components of physical fitness: endurance, strength, agility, balance, and flexibility.</li> <li>• Measure and compare their resting heart rates.</li> <li>• Set a personal fitness goal and track the progress towards their achievement of the goal.</li> </ul>					



Lower Township School District  
Cape May, New Jersey

- Explain how factors such as heredity, diet, training, and technology influence personal fitness.
  - Demonstrate and lead peers in developmentally appropriate warm-up exercises (e.g. stretching, strengthening, etc.).
  - Differentiate between healthy and unhealthy eating practices.
  - Differentiate between the meaning of good drugs and bad drugs.
  - Explain the difference between bullying and bad behavior.
- Integration of Technology: Ipad, stopwatch, CD player, DVD player, Wii, pedometer, ipod

**Technology Resources:** [www.pecentral.org](http://www.pecentral.org), apps

- Opportunities for Differentiation:**
- Flexible grouping
  - Student centered activities
  - Learning stations
  - Small group discussions
  - Problem solving situations

**Teacher Notes:**

**Primary interdisciplinary connections:** Character Education, 21<sup>st</sup> Century Life and Careers

**21<sup>st</sup> century themes:** Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork, and Leadership

**Evidence of Learning**

**Summative Assessment**  
Grade level benchmark expectations

**Equipment needed:** iPod, iPad , stopwatch, CD player, DVD player, Wii, pedometer, mats

**Teacher Instructional Resources:** pecentral.com, www.myfoodpyramid.gov

- Formative Assessments**
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Participation/effort in skill development</li> <li>• Individual/group performance assessment</li> <li>• Teacher observation and feedback</li> <li>• Discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Sportsmanship and cooperative behavior</li> <li>• Anecdotal records</li> <li>• Performance checklist</li> <li>• Rubrics</li> </ul> |
|--|---|

<b>ACTIVITIES</b>	<b>MATERIALS</b>
Individual and Team Tag Activities/Games Fitness stations Yoga, Pilates, Kids Fitness, and Zumba DVDs Scooter relays (food groups)  Bullying lesson with guidance counselor and behavior specialist Drug and alcohol lesson with Dare officer	Resistance bands, yoga poster and cards, balance board, mats, cones, balance ball, bosu, jump ropes, scooters , floor tape, projector, computer, stop watch, pedometer, iPad Food pyramid bulletin board, food cut outs Handouts of bullying skits