

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

**COMPREHENSIVE
HEALTH & PHYSICAL EDUCATION
CURRICULUM
GRADES K-6**



**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**

**Comprehensive
Health & Physical Education
Curriculum
Grades K-2**

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December 2014

Lower Township School District

Cape May, New Jersey

Unit 1

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

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Unit Overview	
Content Area: Physical Education	
Unit Title: Establishing a Learning Environment; Sportsmanship, Rules and Safety; Teamwork and Cooperation; Fitness	Unit: 1
Target Course/Grade Level: Kindergarten-Second	Timeline: Embedded Throughout all Units of Study
<p>Unit Summary 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>Primary interdisciplinary connections: Character Education, 21st Century Life and Careers</p> <p>21st century themes and skills: Critical Thinking and Problem Solving; Collaboration, Teamwork, and Leadership</p> <p>Unit Rationale Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.</p>	
Learning Targets	
Standards	
<p>2.5 Motor Skill Development: 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>2.6 Fitness: 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>	
Content Statements	
<ul style="list-style-type: none"> • Teamwork consists of effective communication and other interactions between team members. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Appropriate types and amounts of physical activity enhance personal health. 	
CPI #	Cumulative Progress Indicator (CPI)
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.

2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age appropriate activities that promote fitness.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Why do we need rules? • 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 gymnasium? • Why is it important to work together during activities? • What is the difference between competition and cooperation? • Why are warm-up exercises important? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> • 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. • Understand that warm-up exercises are important for safe and efficient movement.
<p>Unit Learning Targets (Outcomes) – <i>Students will ...</i></p> <ul style="list-style-type: none"> • 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. • Identify and maintain a safe personal space during activity. • Explain the qualities of good sportsmanship behaviors. • Demonstrate good sportsmanship behavior during activity. • Engage in developmentally appropriate cooperative strategies in games, sports, and movement activities. • Demonstrate the ability to work collaboratively toward a common goal. • Explain the difference between offense and defense. • Understand how attitude affects physical performance. • Explain how regular physical activity improves and/or maintains health. • Explain what it means to be physically fit. • Develop and improve fitness and endurance. • Demonstrate ways to develop muscular strength and flexibility. • Determine and set a personal fitness goal. • Observe and record the progress towards their achievement of their personal fitness goal. • Demonstrate the increase of their heart rate while “warming up” through various activities. • Demonstrate developmentally appropriate warm-up exercises (e.g. stretching, strengthening, etc.). • Develop their reaction skills through participation in various activities, skills and games. 	

Integration of Technology:

- Incorporate iPod & iPod player into daily routine & activities.
- Integrate TV/DVD Player and exercise DVD's throughout unit topics.

Technology Resources:

• **Websites**

- www.pecentral.org
- www.kidshealth.org
- www.lessonplanspage.com

• **Equipment**

- iPod
- iPod music player
- Stop watch
- TV/DVD Player
- Exercise DVD's

Opportunities for Differentiation:

Examples of warm-up exercises: arm/leg/body stretches, jumping jacks, walking, jogging, running, hopping, jumping

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

Primary interdisciplinary connections:

- Mathematics
- Literacy
- Social Skills

21st century themes:

• **9.1.4.C.1**

Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.

• **9.1.4.D.2**

Express needs, wants, and feelings appropriately in various situations.

Evidence of Learning

Summative Assessment: Grade level benchmark expectations

Equipment needed: See all units

Teacher Instructional Resources:

- Internet
- Cue Cards
- Computer
- Videos

Formative Assessments

- Participation/effort in skill development
- Individual/group performance assessment

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- Teacher observation and feedback
- Sportsmanship and cooperative behavior
- Discussion
- Rubrics

<u>ACTIVITIES</u>	<u>MATERIALS</u>
<ul style="list-style-type: none"> • Activities <ul style="list-style-type: none"> ○ Meet Ball ○ Yarn Web ○ Spaghetti & Meatballs ○ Hula Hoop Cars ○ Builders & Bulldozers ○ Musical Hoops • Sport Specific Skills <ul style="list-style-type: none"> ○ Soccer ○ Basketball ○ Bowling ○ Kickball • Fitness <ul style="list-style-type: none"> ○ Yoga ○ Plyometrics ○ Fitness Stations ○ Muscular Strength 	<ul style="list-style-type: none"> • Yarn Balls • Hula Hoops • Yarn • Noodles • Music • Dome Cones • Balls • Soccer Balls • Soccer Nets • Basketball Hoops • Basketballs • Bases • Balance Beam • Tunnels • Fitness Poly Spots • Aerobic Steps • Scooters • Stability Balls • Yoga Mats • Resistance Bands • Yoga DVD

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Unit 2

Movement Skills and Concepts; Manipulative Skills; Creative Movement and Dance; Individual and Group Activities (Tag Games and Cooperative Activities)

Unit Overview	
Content Area: Physical Education	
Unit Title: Movement Skills and Concepts; Manipulative Skills; Creative Movement and Dance; Individual and Group Activities (Tag Games and Cooperative Activities)	Unit: 2
Target Course/Grade Level: Kindergarten-Second	Timeline: Embedded Throughout all Units of Study
<p>Unit Summary Throughout this unit of study, students will learn and practice various movement skills and concepts including creative movement and dance. These skills and concepts will be instructed and built on throughout additional units occurring over the course of the year. In addition, this unit of study offers students the skills needed to participate in various independent and group activities. Students will be introduced to activities including: Tag Games and Cooperative Activities; Hoop Play. The modeling of effective, supportive and respectful communication with others will also be reinforced.</p> <p>Primary interdisciplinary connections: Character Education, 21st Century Life and Careers</p> <p>21st century themes and skills: Critical Thinking and Problem Solving; Collaboration, Teamwork, and Leadership</p> <p>Unit Rationale Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.</p>	
Learning Targets	
Standards	
<p>2.5 Motor Skill Development: 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>2.6 Fitness: 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>	
Content Statements	
<ul style="list-style-type: none"> • Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. 	
CPI #	Cumulative Progress Indicator (CPI)
2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, use smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

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2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different).
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2.6.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
Unit Essential Questions	Unit Understandings
<ul style="list-style-type: none"> • Why is learning different ways to move important for participation in physical activity? • What are the different locomotor skills that one needs during a physical activity? • How can understanding movement concepts improve my performance? • How does my use of movement influence that of others? • How does dance improve our physical fitness? • Why is it important to keep a safe space while we move? 	<ul style="list-style-type: none"> • Developing competence in locomotor skills is important for efficient and enjoyable play. • Learning the fundamental techniques related to the performance of locomotor skills is important for participation in games, sports, dance and recreational activities. • Understand that repetitive practice of new skills learned will enhance one's ability to play. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Dance helps improve agility, balance and coordination needed in other sports.

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).
- Demonstrate understanding of directional words (e.g. on, off, over, forward, backward, side-to-side).
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Respond to changes in tempo, beat, rhythm, or music style through their movement.
- Correct a movement error in response to feedback.
- Develop and improve motor skills and performance through practice.
- Practice dance steps/skills to increase eye-hand, eye-foot coordination.

Integration of Technology:

- Incorporate iPod & iPod player into daily routine & activities.
- Integrate TV/DVD Player and exercise DVD's throughout unit topics.

Technology Resources:

- **Websites**
 - www.pecentral.org
 - www.kidshealth.org
- **Equipment**
 - iPod
 - iPod music player
 - Stop watch
 - TV/DVD Player
 - Exercise DVD's

Opportunities for Differentiation:

Examples of warm-up exercises: arm/leg/body stretches, jumping jacks, walking, jogging, running, hopping, jumping, Shuffling, galloping

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

Primary interdisciplinary connections:

- Mathematics
- Literacy
- Social Skills

21st century themes:

- **9.1.4.C.1**
Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.
- **9.1.4.D.2**
Express needs, wants, and feelings appropriately in various situations.

Evidence of Learning

Summative Assessment: Grade level benchmark expectations

Equipment needed: See all units

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Teacher Instructional Resources:

- Ready to Use P.E. Activities Grades K-2 by Landy/Landy
- Moving with a Purpose by McCall and Craft
- Fundamental Motor Skills and Movement Activities for Young Children by Joanne M. Landy and Keith R. Burrige
- Motor Skills and Movement Station Lesson Plans for Young Children by Joanne M. Landy and Keith R. Burrige
- Teaching the Nuts and Bolts of Physical Education by Colvin/Markos/Walker
- 101 Dance Games for Children by Rooyachers/Hurd

Formative Assessments

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

<u>ACTIVITIES</u>	<u>MATERIALS</u>
<ul style="list-style-type: none"> • Group Dynamic Exercises <ul style="list-style-type: none"> ○ Skipping ○ Galloping ○ Shuffling ○ Forward Running ○ Backward Running ○ Sprinting • Locomotor Skill Relays and Games <ul style="list-style-type: none"> ○ Red Rover ○ Red Light Green Light ○ Sharks and Sailors ○ Pirates Booty ○ Turkey Feathers ○ Capture the Leprechauns Gold • Parachute Activities • Underhand Throwing Games <ul style="list-style-type: none"> ○ Pumpkin Toss ○ Corn Hole ○ Ring Toss ○ Bocce Ball ○ Bowling ○ Pinball (Underhand) ○ Curling ○ Lawn Games ○ Underhand Stations • Overhand Throwing Games <ul style="list-style-type: none"> ○ Lawn Games ○ Angry Birds ○ Battleship ○ Target Throwing ○ Pinball-Overhand 	<ul style="list-style-type: none"> • Yarn Balls • Hula Hoops • Yarn • Noodles • Music • Dome Cones • Balls • Ribbon Sticks • Golf Clubs • Golf Balls • Putt-Putt Course • Bowling Balls • Bowling Pins • 2-Liter Soda Bottles • Horse Shoes • Corn Hole • Plastic Pumpkins • Bean Bags • Tennis Ball • Gator Balls • Foam Cylinder • Velcro Paddles • Ring Toss • Bocce Balls • Curling Mat • Parachute

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<ul style="list-style-type: none">○ Velcro Ball○ Football Throw○ Overhand Stations● Cup Stacking● Jump Rope<ul style="list-style-type: none">○ Chinese Jump Rope○ Group Jump Rope○ Individual Jump Rope● Mini Golf – Croquette● Traditional and Folk Dances including<ul style="list-style-type: none">○ Chicken Dance○ Limbo○ Alley Cat○ Twist○ Bunny Hop○ Square Dancing○ Zumba○ Macarena○ Hokey Pokey○ Cupid Shuffle○ Cha-Cha Slide	<ul style="list-style-type: none">● Football● Jump Ropes● Frisbees
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Unit 3

Strategy; Individual and Group Activities

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Unit Overview	
Content Area: Physical Education	
Unit Title: Strategy; Individual and Group Activities	Unit: 3
Target Course/Grade Level: Kindergarten-Second	Timeline: Ongoing throughout the year
<p>Unit Summary This unit of study will further develop students' flexibility, strength, agility and balance through various eye-foot coordination activities and tumbling skills. Students will also demonstrate safe involvement during activity, understanding they must be aware of their environment and adhere to established rules. This unit of study will also 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, bouncing and shooting (those associated with t-ball/softball, volley play, basketball, baseball, bowling, kickball).</p> <p>Primary interdisciplinary connections: Character Education, 21st Century Life and Careers</p> <p>21st century themes and skills: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork, and Leadership</p> <p>Unit Rationale Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.</p>	
Learning Targets	
Standards	
<p>2.5 Motor Skill Development: 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</p> <p>2.6 Fitness: 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</p>	
Content Statements	
<ul style="list-style-type: none"> • Teamwork consists of effective communication and other interactions between team members. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities. • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. 	
CPI #	Cumulative Progress Indicator (CPI)
2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).

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2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam).
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2.6.P.A.2	Develop and refine fine motor skills.

Unit Essential Questions
<ul style="list-style-type: none"> • How do games and activities improve our fitness? • How do skills and strategies improve our fitness? • What skills and strategies are needed to achieve success while participating in various games and activities? • How can we keep safe, yet active, during Physical Education? • Why participate in physical activity?

Unit Understandings
<ul style="list-style-type: none"> • Learning how to kick, bounce, hit, throw and catch a ball allows us to play different games. • Being active can help us gain muscular strength, flexibility, balance and endurance. • Participating in sports, games and other activities exercises our heart and other muscles. • In order to stay safe during activity, we must be aware of our environment and adhere to established rules. • Developing flexibility, strength, agility and balance supports a healthy, active lifestyle.

Unit Learning Targets (Outcomes) –

Students will ...

- Demonstrate developmentally appropriate ways to balance on the floor and balance beam.
- Demonstrate different body positions while moving equipment to floor.
- Demonstrate vertical and horizontal jumping.
- Demonstrate basic leaping and hurling techniques.
- Develop and refine gross motor skills (e.g. walking, jogging, running, marching, galloping and jumping).
- Develop and refine fine motor skills needed during related physical activities.
- Demonstrate developmentally appropriate ways to kick/dribble a soccer or nerf ball.
- Demonstrate the passing of a soccer ball using the inside of students' foot.
- Kick a ball at a stationary target.
- Practice kicking a ball using a one-step approach.
- Demonstrate a simple ball trap.
- Demonstrate passing, catching, and shooting using developmentally appropriate techniques.
- 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.
- Practice hitting a stationary target (through kicking, throwing, rolling).
- Develop eye-hand coordination with tossing, catching, bouncing and volleying activities.
- Develop foot-eye coordination with kicking activities, and during movement.
- Develop and improve their skills and performance through practice.
- Practice proper release of a ball (low to ground rolling).
- Demonstrate proper hand positioning on a ball.
- Understand (with support) how to score traditionally and using modified methods.
- Demonstrate basic goal shooting (offense) and goalkeeping (defense) skills.
- Demonstrate developmentally appropriate throwing, catching and fielding skills.
- Demonstrate the fundamentals of batting/hitting and base running.
- Develop and increase students' reaction time.

Integration of Technology:

- Incorporate iPod & iPod player into daily routine & activities
- Integrate TV/DVD Player and exercise DVD's throughout unit topics

Technology Resources:

• **Websites**

- www.pecentral.org
- www.kidshealth.org
- www.lessonplanspage.com

• **Equipment**

- iPod
- iPod music player
- Stop watch
- TV/DVD Player
- Exercise DVD's

Opportunities for Differentiation:

Examples of warm-up exercises: arm/leg/body stretches, jumping jacks, walking, jogging, running, hopping, jumping

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

Primary interdisciplinary connections:

- Mathematics
- Literacy
- Social Skills

21st century themes:

- **9.1.4.C.1**
Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.
- **9.1.4.D.2**
Express needs, wants, and feelings appropriately in various situations.

Evidence of Learning

Summative Assessment: Grade level benchmark expectations

Equipment needed: See all units

Teacher Instructional Resources:

- Internet

Formative Assessments

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

<u>ACTIVITIES</u>	<u>MATERIALS</u>
<ul style="list-style-type: none"> • Fitness <ul style="list-style-type: none"> ○ Fitness Stations ○ Turkey Bowling ○ Introduction to Yoga ○ Yoga Video ○ Hungry Crabs ○ Overhand/Underhand Stations ○ Building Dribblers ○ Angry Birds ○ Reindeer Training Camp 	<ul style="list-style-type: none"> • Yarn Balls • Hula Hoops • Noodles • Music • Dome Cones • Balls • Yoga Mats • Jump ropes • Poly spots • Bowling Balls & Pins

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| <ul style="list-style-type: none">○ Dr. Seuss Stations○ Firefighter Obstacle Course○ Hula Hoop Cars● Locomotor Skill Relays and Games<ul style="list-style-type: none">○ Red Rover○ Red Light Green Light○ Sharks and Sailors○ Pirates Booty○ Turkey Feathers○ Capture the Leprechauns Gold● Parachute Activities● Underhand Throwing Games<ul style="list-style-type: none">○ Pumpkin Toss○ Corn Hole○ Ring Toss○ Bocce Ball○ Bowling○ Pinball (Underhand)○ Curling○ Lawn Games○ Underhand Stations● Overhand Throwing Games<ul style="list-style-type: none">○ Lawn Games○ Angry Birds○ Battleship○ Target Throwing○ Pinball-Overhand○ Velcro Ball○ Football Throw○ Overhand Stations● Cup Stacking● Jump Rope<ul style="list-style-type: none">○ Chinese Jump Rope○ Group Jump Rope○ Jump Rope Party○ Individual Jump Rope● Striking<ul style="list-style-type: none">○ T-ball○ Hockey○ Forehand Striking | <ul style="list-style-type: none">● Soccer Balls● Basketballs● Nets● Beach balls● Yoga DVD● 2-Liter Soda Bottles● Horse Shoes● Corn Hole● Plastic Pumpkins● Bean Bags● Tennis Ball● Gator Balls● Foam Cylinder● Velcro Paddles● Ring Toss● Bocce Balls● Curling Mat● Parachute● Football● Jump Ropes● Frisbees● Tee● Bat● Hockey Sticks● Puck● Balloons● Paddles |
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Unit 4

**Personal Health & Wellness; Hygiene, Nutrition,
Safety, Drugs and Other Medicines, Human
Relationships and Sexuality**

Unit Overview	
Content Area: Physical Education	
Unit Title: Personal Health & Wellness; Hygiene, Nutrition, Safety, Drugs and other Medicines, Human Relationships and Sexuality	Unit: 4
Target Course/Grade Level: Kindergarten –Second	Timeline: Ongoing Throughout the Year
<p>Unit Summary: This unit of study will further develop personal Health and overall Wellness. Throughout the year students will take part in a variety of different lessons, projects and assemblies to help further enhance personal comprehension of such life impacting factors. This unit of study is intended to encourage students not only to take action in school but also throughout their everyday routine. Following this unit of study students should feel comfortable approaching their parent(s)/guardian(s) and sibling(s) for any questions and or discussions. It is vital for students to understand the importance of these subjects at young age in order help preserve an active and healthy lifestyle.</p> <p>Primary interdisciplinary connections: Character Education, 21st Century Life and Careers</p> <p>21st century themes and skills: Critical Thinking and Problem Solving; Collaboration, Teamwork, and Leadership</p> <p>Unit Rationale This unit will lay the groundwork for student comprehension about the effectiveness of personal health and wellness.</p>	
Learning Targets	
Standards	
<p>2.1 Wellness: All Students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.3 Drugs and Medicine: All Students will acquire knowledge about alcohol, tobacco, other drugs, medicines and apply these concepts to support a healthy, active lifestyle.</p> <p>2.4 Human Relationships and Sexuality: All the students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p>	
Content Statements	
<ul style="list-style-type: none"> • Developing competence in personal wellness by setting goals. • Planning nutrition intake by organizing the foods they eat into the proper food groups. • Practicing proper hygiene, nutrition and safety behaviors in their daily school routine. • Understanding the importance of wellness as a life long habit. • Understanding the social aspects of formal and informal relationships and sexuality. 	

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CPI #	Cumulative Progress Indicator (CPI) –
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
2.1.2.B.1	Explain why some foods are healthier to eat than others.
2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value.
2.1.2.B.3	Summarize information about food found on product labels.
2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
2.3.2.A.2	Explain why medicines should be administered as directed.
2.3.2.B.1	Identify ways that drugs can be abused.
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
2.3.2.B.4	Identify products that contain alcohol.
2.3.2.B.5	List substances that should never be inhaled and explain why.
2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.

Unit Essential Questions	Unit Understandings
<ul style="list-style-type: none"> • What does it mean to be well? • How can I take care of myself? • What is good hygiene? • How can I prevent passing germs? • What is a well-balanced meal? • Why are some foods more nutritious than others? • How can I make my home a fire safe home? • Why should I never use my real name on the internet? • What is the difference between a trusted adult and a stranger? • In the event of a dangerous situation who can I call for help? • What is the meaning of gender? • What are some ways to help keep my mother healthy during her pregnancy? • 	<ul style="list-style-type: none"> • Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. • Preventions for positive personal hygiene in order to build one's immune system. • The importance of a healthy diet and the consequences of not eating and exercising properly. • The elements of stranger danger that may exist on the street or virtually via the World Wide Web. • The basic differences of gender and the reproductive roles of each.
<p>Unit Learning Targets (Outcomes) <i>Students will...</i></p> <ul style="list-style-type: none"> • Differentiate between healthy and unhealthy nutrition. • Explain the effects of an unhealthy diet. • Explain the factors that contribute to good hygiene habits. • Differentiate between the meaning of good drugs and bad drugs. • Explain the consequences of alcohol and tobacco. • Feel confident of the procedures in the event of a fire or emergency. • Understand the differences of gender roles. 	
<p>• Integration of Technology: Incorporate iPod & iPod player into daily routine & activities. Integrate TV/DVD Player and exercise DVD's throughout unit topic.</p>	
<p>Technology Resources: Click the links below that helped design this unit.</p> <ul style="list-style-type: none"> • Websites <ul style="list-style-type: none"> ○ www.myfoodpyramid.gov ○ www.brainpopjr.com ○ www.mcgruff.org • Equipment <ul style="list-style-type: none"> ○ iPod ○ iPod music player ○ Stop watch ○ TV/DVD Player ○ Health DVD's 	

Opportunities for Differentiation:

- Using Vocabulary Cards, Label the basic parts of the human body for students to match the word with the proper part of the body.
- Sort pictures of healthy foods and unhealthy foods.
- Draw pictures of safety rules and safety signs.
- Encourage students to access safe websites at home for additional games and activities.

Primary interdisciplinary connections:

- Mathematics
- Literacy
- Social Skills

21st century themes:

- **9.1.4.C.1**
Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings.
- **9.1.4.D.2**
Express needs, wants, and feelings appropriately in various situations.

Evidence of Learning

Summative Assessment : Grade level benchmark expectations

Equipment needed: See all Units

Teacher Instructional Resources:

- Internet
 - www.kidshealth.org
 - www.brainpopjr.com
 - www.myfoodpyramid.gov

Formative Assessments

- Individual/group performance assessment
- Teacher observation and feedback
- Rubrics
- Handouts
- Discussion
- Large and Small Groups

<u>ACTIVITIES</u>	<u>MATERIALS</u>
<ul style="list-style-type: none"> • Growth and Development • Play “Head, Shoulders, Knees and Toes” • Dino the Dinosaur Muscles Activities • Hygiene • Dental Health Assembly • Nutrition <ul style="list-style-type: none"> ▪ Food Pyramid ▪ Web Based interactive activities ▪ Build Your Plate Relays ▪ Scooter Relays: Proteins vs. the Vegetables. 	<ul style="list-style-type: none"> • Food Pyramid bulletin board guide • Plastic food pieces, organizational bins for groupings • Scooters • Interactive Handouts • Take Home Projects • Laptops • Smart Boards • Projectors

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<ul style="list-style-type: none">▪ Identifying your food group▪ Wellness Committee Presentations▪ Health Question of the Day• Safety<ul style="list-style-type: none">▪ Internet Safety/Cyber Bullying – creating screen names▪ Traffic and Vehicle Safety - Car, Bus, and Bike and Scooter.▪ Fire Safety- fire safety week, fire fighter assembly, & obstacle course▪ School Resource Officer Assembly▪ Poison Safety▪ Stranger Danger- McGruff & BrainPop▪ Eddie Eagle▪ Seatbelt Presentation by SRO▪ Smokey the Bear Assembly• Drugs and Other Medicines<ul style="list-style-type: none">▪ Red Ribbon Week (October)▪ Kick Butts Day- (March) Anti – Tobacco▪ Social Skills-Classroom teachers & Guidance counselors.	<ul style="list-style-type: none">• Dino the Dinosaur Cue Cards• Hygiene Posters• Nutrition Posters• Nutrition Nugget
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