

Lebanon Borough Public School Health and Physical Education Curriculum Guide Grades K-8



**For adoption by all regular education program
specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy #2200**

**Daniel Elwell: Board President
David Abeles: Vice President
Jacklyn Carruthers: Member
Danielle Nugent: Member
Benedict Valliere: Member**

Board Approved: January 8, 2024

**Grades K-2 Health Education
Pacing Guide**

Student Health instruction 1 period per week.

Trimester 1 (September - December)	Trimester 2 (January - March)	Trimester 3 (April - June)
Unit 1: Injury Prevention and Personal Safety Unit 2: Functions of the Body Unit 3: Nutrition Unit 4: Community Health & Safety (Violence Prevention)	Unit 5: Self Worth, Mental and Emotional Health Unit 6: Substance Abuse Prevention Unit 7: Disease and Illness Prevention	Unit 8: Environmental and Consumer Health Unit 9: Growth and Development Unit 10: Physical Fitness

Health Education		Grades K-2
	Unit 1: Injury Prevention and Personal Safety	Pacing: 4 weeks (4 class periods)
Essential Question(s)	<ul style="list-style-type: none"> • Why is safety important to us all? • What are some ways we can stay safe? • How can we identify safe and unsafe situations? • Why is it important to have safety rules at home, school and our community? • Who are the trusted adults that help to keep us safe? • What are some practices to help avoid conflict? 	
Standards	Knowledge/Skills	Evidence of Learning
2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using	Core Ideas: In this unit students will be introduced to safety methods such as, identifying safe and unsafe situations, identifying warning symbols, dialing 911, injury prevention, identifying and utilizing trusted adults. Key Vocabulary: Safety, community, trusted adult, poisons, danger, emergency, 911, conflict, Student Learning Objective(s) <ul style="list-style-type: none"> • Define and identify careless and careful behavior. • Explain safety rules and list Safety Helpers for home, school, and community. • Explain the importance of being responsible for 	Formative Assessments: <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Workbooks • Role Play

<p>equipment, wearing bike helmets, vehicle, water, weather safety).</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p> <p>2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</p> <p>2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous.</p> <p>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p>	<p>accessing trusted adults.</p> <ul style="list-style-type: none"> ● Practice safe habits for avoiding certain common hazards regarding street safety. ● Explain the importance of accepting responsibility for one's actions. ● Practice recognizing and respecting the personal boundaries of self and others. ● Determine how to get the right kind of help quickly in simple emergencies. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Knowing and following the rules of safety at home, school and in the community are essential. ● Safe play practices are important and help to prevent injury. ● Knowing what to do in an emergency, like calling 911, can help themselves and others. ● Identifying and utilizing a trusted adult is beneficial to one's safety. ● Respecting personal boundaries of others and oneself builds understanding and confidence. ● Recognizing bullying behaviors is beneficial to one's safety and others. 	<p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheets
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Unit 2: Functions of the Body

Pacing: 4 weeks (4 class periods)

Essential Question

- What are the 5 senses and the body parts that they are associated with?
- How do our senses help us learn?
- Why is it important to know the functions of body parts such as, the brain, heart, bones, muscle and skin?
- How do senses help our brain learn?

Standards

Knowledge/Skills

Evidence of Learning

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.

Core Ideas:
 In this unit students will be introduced to the five senses and the body parts they are associated with. Learning about part of the body and their roles emphasizes the importance of taking care of the body. Practicing healthy habits is beneficial to development.

Key Vocabulary:
 Senses (touch, sight, taste, smell, hearing), heart, lungs, brain, skull, ribs, development, self-care.

Student Learning Objective(s)

- Identify the senses and the body parts they are associated with.
- Identify body parts and their basic functions.
- Recognize the main functions of the brain.
- Develop an understanding of how healthy habits benefit the body’s growth and safety.

Unit Enduring Understandings:

- Knowing your body and how it works is important to overall health.
- The body works as a team, with the brain being the captain.
- Understanding how your body works is beneficial to long term health.

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Workbooks
- Role Play

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheets

Unit 3: Nutrition

Pacing: 4 weeks (4 class periods)

Essential Question

- Why is food essential for all living things?
- What are the food groups?
- What are nutrients and their role in your body?
- Why are some foods more healthy than others?
- Why is it important to maintain healthy eating habits?

Standards

Knowledge/Skills

Evidence of Learning

2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
 2.2.2.N.1: Explore different types of foods and food groups.
 2.2.2.N.2: Explain why some foods are healthier to eat than others.
 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

Core Ideas:
 In this unit students will be introduced to the food groups(MyPlate.gov) and the role nutrient rich foods play in the health of the body. Differentiating foods according to their nutritional value in order to maintain healthy eating routines and habits.

Key Vocabulary:
 Nutrients, grains, dairy, protein, healthful foods, digestion, energy

Student Learning Objective(s)

- Identify foods as a need for all living things.
- Explain the words *food*, *fuel*, and *energy* and tell how food is transformed into energy.
- Explain the reasons it is important to be responsible in choosing healthful food.
- Establish routines for healthy eating.

Unit Enduring Understandings:

- Knowing the food groups in relation to healthy eating.
- Understanding what nutrients are and how they help the body maintain health and balance.
- Prioritizing healthy food over others is essential to long term health.
- Starting healthy eating habits and routines is beneficial to long term health.

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Workbooks
- Role Play

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

Health Education		Grades K-2
	Unit 4: Community Health & Safety (Violence Prevention)	Pacing: 4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> • How do we define community? • Are we familiar with our community and community helpers? • Why are rules and laws important to every community? • What are some methods to combat bullying? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p> <p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p> <p>2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</p> <p>2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous.</p>	<p>Core Ideas: In this unit students will learn what a community is and the roles people of a community have. Rules are for the safety of all. Bullying can be stopped when we stand together.</p> <p>Key Vocabulary: Family, community, rules, laws, team</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> • Define the words family and team. • Define the word community. • Explain the value of rules and laws in a community. • Name people (roles) that make the neighborhood or town/city/community a better place for your family to live. • Recognizing bullying as unacceptable behavior. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Soccer involves a number of motor movements. • Participation in this sport will increase fitness levels. • Bullying is unacceptable behavior. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Workbooks • Role Play • Written or Oral (skill) Quiz/Test/Exit Slip • Worksheet

Health Education		Grades K-2
	Unit 5: Self-worth Mental & Emotional Health	4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> • What makes everyone unique? • Why are communication skills important? 	

	<ul style="list-style-type: none"> • What are some ways to cope with fears and strong emotions? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</p> <p>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</p> <p>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</p> <p>2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</p> <p>2.3.2.PS.7: Identify behaviors that would be considered child abuse. (e.g., emotional & physical).</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous</p> <p>2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</p> <p>2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</p>	<p>Core Ideas: In this unit students will learn the importance of appreciating themselves and others. Our differences make us special and should be appreciated. Everyone deserves respect. Communicating personal boundaries, fears and strong emotions is helpful and healthy.</p> <p>Key Vocabulary: Respect, private, trustworthy, bullying, stressed, boundaries, communication</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> • Demonstrate respect for themselves and others. • Define communication • Practice coping skills. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Everyone is unique and special. • Communicating your emotions, problems and fears to a trusted adult keeps us safe. • Everyone has personal boundaries that should always be respected. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Workbooks • Role Play <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Written or Oral (skill) Quiz/Test/Exit Slip • Worksheet

Health Education

Grades K-2

Unit 6: Substance Abuse and Prevention

Pacing: 4 weeks (4 class periods)

Essential Question

- What are drugs?
- What substances can be considered drugs?
- Why are drugs dangerous to our health?
- What is a legal drug and illegal drug?
- Why should I only take medicines from a trusted adult?

Standards

Knowledge/Skills

Evidence of Learning

2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).

2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.

2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness

2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.

2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).

2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous

2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.

Core Ideas:

In this unit students will learn what a drug is and what substances are considered drugs (tobacco, alcohol, medicines, street drugs and vapes). Recognize that all drugs and medicines can be harmful. Practice healthy decision making and refusal skills. Understand that medicines are only to be taken when properly given by a trusted adult when needed. Never let anyone pressure you into taking drugs or medicines.

Key Vocabulary:

drugs, medicines, refusal skills, tobacco, nicotine, alcohol, street drugs, e-cigarette/vapes, nicotine, legal, illegal, consequences, habit

Student Learning Objective(s)

- Understand what drugs are.
- Identify various types of drugs, including medicines, tobacco, alcohol, and street drugs.
- Give reasons why it is very important to always say, “No Drugs! No Way!”.
- List rules for taking medicine, including naming people who can administer it.
- Identify dangerous substances at home, at school, and on the playground.
- Tell what tobacco and alcohol are and explain the harmful effects of smoking/vaping and drinking alcohol.
- Practice refusal skills when pressured to take risks.

Unit Enduring Understandings:

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Workbooks
- Role Play

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

<p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p> <p>2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</p>	<ul style="list-style-type: none"> ● Drugs are dangerous to the body. ● Medicines are a drug that should only be taken when given by a trusted adult. ● It is illegal for children to use drugs, drink alcohol and use tobacco products and e-cigarettes or vapes. ● Saying “No” to people that offer you drugs is being responsible for your overall health. 	
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Health Education		Grades K-2
	Unit 7: Disease and Illness Prevention	4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> ● What are illnesses and diseases? ● What are medicines? ● Who is allowed to administer medicines? ● What can we do to prevent illness and disease? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</p> <p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather</p>	<p>Core Ideas: In this unit students will learn about illness and disease and ways to prevent them. Types of illness and diseases will be introduced. They will learn about medicines and their proper use. They will learn to differentiate between medicines from candy and other substances.</p> <p>Key Vocabulary: Medicine, germs, drugs, heart disease, valve, chamber</p> <p>Student Learning Objective(s):</p> <ul style="list-style-type: none"> ● Define what illness and disease are. ● The effects of disease on the heart. ● Medicines and their proper use. ● Differentiation between medicines and other substances. ● Healthy practices to help prevent illness and disease. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Class Discussion ● Workbooks ● Role Play <p>Summative/Benchmark Assessment(s):</p>

<p>conditions).</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</p> <p>2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</p> <p>2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</p>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Illness and disease can affect the body negatively. ● Medicines are a drug that helps the body work against illness and disease. ● Medicines should be used responsibly. ● Medicines can look like other substances, such as candy. ● Healthy practices such as a healthy diet and exercise can help prevent illness and disease. 	<ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet
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Health Education		Grades K-2
	Unit 8: Environmental and Consumer Health	Pacing: 4 weeks (4 class periods)
<p>Essential Question</p>	<ul style="list-style-type: none"> ● What does it mean to be healthy? ● Why is it important to be healthy? ● What are germs and how do they spread? ● How do healthy habits keep germs from spreading? ● What are ways communities do to keep illness and disease from spreading? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. •</p> <p>2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</p>	<p>Core Ideas: In this unit students will learn about germs and how they spread to create illness. Maintaining consistent hygiene routines can help prevent germs from thriving. Communities install rules and laws to promote wellness and prevent illness and disease.</p> <p>Key Vocabulary: germs, fever, sick, viruses, antibodies, vaccination, contagious, infection, antibiotics</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Define <i>being healthy</i>. ● Demonstrate healthy practices and behaviors to maintain or improve personal health. ● Explain what germs are, where they live, and what they can do to a person. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Workbook ● Class Discussion ● Role Play <p>Summative/Benchmark Assessment(s):</p>

<p>2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</p> <p>2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.</p> <p>2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</p> <p>2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions.</p>	<ul style="list-style-type: none"> ● Identify white blood cells as the body's germ-fighting soldiers and explain how immunizations and medicines help in fighting disease. ● Identify community health helpers and explain the things they do to help prevent germs from spreading. ● Discover rules and laws in the community that help prevent the spread of germs. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● What it means to live a healthy lifestyle. ● There are different types of germs that can affect our health. ● Establishing and maintaining proper hygiene routines is important to one's health. ● There are medicines and vaccines to help our bodies fight illness and disease. ● Our communities have established rules, laws and requirements for the health of all citizens. 	<ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet
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Health Education		Grades K-2
	Unit 9: Growth and Development	Pacing: 4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> ● What role do families have in a child's development? ● Why are doctors, nurses, dentists important to our healthy development? ● What is reproduction? ● Do we know the proper names for our body parts? ● Why is it important to respect and protect our bodies? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.</p> <p>2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</p> <p>2.1.2.PP.1: Define reproduction.</p>	<p>Core Ideas:</p> <p>In this unit students will learn the roles doctors, nurses and dentists play in their growth. The roles and responsibilities parents have for their children. Understand that all living animals reproduce and care for offspring like themselves. The correct anatomical names for body parts such as,</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback

<p>2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</p> <ul style="list-style-type: none"> • 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. <p>2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</p> <p>2.3.2.PS.5: Define bodily autonomy and personal boundaries.</p> <p>2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family.</p> <p>2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p>	<p>penis, buttocks and vagina. What our bodies need for healthy growth. How our bodies are different and respecting those differences.</p> <p>Key Vocabulary: Reproduction, offspring, newborn, anatomy, buttocks, penis, vagina, private, human, unique, mammal, responsibility</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> • Identify health helpers, including the doctor and the dentist, and explain the role that each plays in keeping a person healthy. • Describe the role that the family plays in the growth and development of a child. • Show appreciation for the trusted people we can go to for help. • Recognize that everyone has different strengths and weaknesses and show why it is important to be patient and respectful of these differences in oneself and others. • Define the term private parts and explain the rights you have to keep your body “private.” <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Our families and others play a role in our healthy development. • Everyone is different and respecting those differences can create healthy relationships. • Knowing proper names for human anatomy is important. • Our bodies are to be respected by everyone. • Tell a trusted adult if you feel unsafe around anyone. 	<ul style="list-style-type: none"> • Peer Evaluation • Self Evaluation • Class Discussion • Workbook <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Written or Oral (skill) Quiz/Test/Exit Slip • Worksheet
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Health Education		Grades K-2
	Unit 10: Physical Fitness	Pacing: 4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> • What role does exercise play in overall health? • What is the importance of different types of play, including dance ? • How does good food, exercise and sleep help a person become physically fit? • What parts of the body are used during exercise? • Why is exercise important to the overall wellness of our bodies? 	

Standards	Knowledge/Skills	Evidence of Learning
<p>2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</p> <p>2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</p> <p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>2.2.2.N.2: Explain why some foods are healthier to eat than others.</p>	<p>Core Ideas: In this unit students will learn what physical fitness is and the value of daily exercise. That good exercise can be achieved in many ways. Proper diet, exercise and sleep are a part of physical fitness. Many parts of the body are strengthened through exercise and movements. Daily exercise is beneficial to mental and physical health.</p> <p>Key Vocabulary: Physically fit, exercise, muscles, bones, heart, lungs, diet, sleep/rest, screen time, muscle cramp, skeleton</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Define the term physically fit and explain how good food, exercise, and sleep help a person to be physically fit. ● Identify what is and what is not play and its importance. ● Practice different ways to play, including dance. ● Identify the benefits of exercise for the heart, lungs, bones and muscles. ● Tell why staying fit is important to one’s health. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Physical fitness involves a variety of components, like flexibility, strength, endurance, proper rest and diet. ● Exercise and daily activity is beneficial to the body and health.. ● Playing safely prevents injury and promotes healthy habits. ● Investigating the benefits of lifelong activities based in exercise, sport, or dance is an investment in their overall health. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Class Discussion ● Workbook ● Role Play <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet

Appendix A

Core Instructional & Supplemental Materials

Grades K-2

Core Instructional Materials:

The Great Body Shop <https://www.thegreatbodyshop.net/> , Great Body Shop Unit Workbooks and worksheets, BrainPop <https://www.brainpop.com/> , BrainPop Jr. - <https://jr.brainpop.com/login/> , Mystery Science - <https://mysteryscience.com/home> , PBS Kids - <https://pbskids.org/> , Kids Health - <https://kidshealth.org/> , Mystery Science - <https://mysteryscience.com/home> , PBS Kids - <https://pbskids.org/> , My Plate - <https://www.myplate.gov/> , Kids Health - <https://kidshealth.org/> , Promethean Board, computer/ChromeBooks, wireless speaker, smart phone, whiteboard, visual aids, pen\pencil\markers, clipboards, paper,

Supplemental Materials: Sworkit Health <https://sworkit.com/> , Collaborative Physical Education Communities found on YouTube, FaceBook, X (aka- Twitter), Amaze Jr. and Kahoot.

Appendix B

**Technology Integration
(Computer Science and Design Thinking)**

Grades K-2

Standards

Career Readiness, Life Literacies, and Key Skills

- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.
- 8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.
- 8.2.2.C.3: Explain why we need to make new products.
- 8.2.2.B.1: Identify how technology impacts or improves life.
- 8.2.2.B.4: Identify how the ways people live and work has changed because of technology.
- 8.2.2.B.3: Identify products or systems that are

CORE IDEAS:

Individuals develop and follow directions as part of daily life
 Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.
 People work together to develop programs for a purpose, such as expressing ideas or addressing problems.
 Societal needs and wants determine which new tools are developed to address real-world problems.
 A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.
 Technology innovation and improvement may be influenced by a variety of factors.

Use web based software such as The Great Body Shop and Kahoot to challenge learned skills. These programs allow students to create mentally and physically challenging tasks.
 Collaborative vehicles such as YouTube, Facebook and X help to spread creative and current physical and mental challenges to all students.

designed to meet human needs.
8.1.2.AP.4 Break down a task into a sequence of steps.
8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new computing technology.

Appendix C

Interdisciplinary Connections

Grades K-2

The health education curriculum is structured to allow for the maximum crossover with other parts of the school curriculum to create a whole learning approach. It is a guiding principle of this curriculum that physical education can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited. Physical education can be used as a tool to teach curriculum, while at the same time using what is learned in other subjects. In addition, it can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

ENGLISH LANGUAGE ARTS

- RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.9.: Compare and contrast two or more versions of the same story by different authors or from different cultures.

DANCE

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
Ex: Create movements to match the melodic direction, tempo, and dynamics of a piece. Perform a dance to a given genre of music.

SOCIAL STUDIES-U.S. History: America in the World by the End of Grade 2:

- 6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.
 Ex: Evaluating the arts can be very subjective. Students must consider the performing requirements for technical accuracy and also their opinions in regards to its impact and personal preferences. Following rules in the arts is extremely important in being able to have effective collaboration as an ensemble.

Appendix D	Modification and Accommodations	Grades K-2
<p>Lebanon Borough School Health and Physical Education program strives to attend to the needs of all students. We realize that every child is different in the way they learn. Our department works to make any and every accommodation and modification necessary to afford challenge and success. This includes but is not limited to, simplifying directions, supplying visual aides, supplying instant, simple and descriptive feedback. Offering more opportunity to practice, and sequencing instruction from simple to complex. We also supply different sized equipment to accommodate smaller children, children with special needs and students accessed at a lower proficiency. Targets will be moved closer or farther away to accommodate the proficiency of all children. Assessments will be modified to fit the proficiency of all students. Student aids are encouraged to recommend modifications that may benefit students such as, sitting students where they learn best or taking assessments in a preferred setting.</p>		

Grades K-2 Physical Education Pacing Guide *Students PE instruction 2 periods per week.*		
Trimester 1 (September - December)	Trimester 2 (January - March)	Trimester 3 (April - June)
Unit 1: Fitness and Spatial Awareness (4 weeks) Unit 2: Catching and Throwing Cues, Games and Activities (8 weeks total) Unit 3: Hand Striking (4 weeks)	Unit 4: Striking with an Implement (8 weeks) Unit 5: Basketball (4 weeks) Unit 6: Soccer & Foot Striking Games & Activities (4 weeks)	Unit 7: Jump Rope, Hula Hoop & Cooperation Games (4 weeks) Unit 8: Frisbee Games and Activities (4 weeks) Unit 9: Field Day Activities (2-3 weeks)

Physical Education		Grades K-2
	Unit 1: Fitness and Spatial Awareness	Pacing: 4 weeks (8 class periods)
Essential Question(s)	<ul style="list-style-type: none"> Why is physical education important in school? Can I become physically fit/ healthy from the activities presented in physical education class? 	

	<ul style="list-style-type: none"> ● Can physical education activities support my social and emotional growth and development? ● In what ways can sportsmanship improve my communication and leadership skills? ● Is teamwork important for other areas of my life? ● Can identifying and developing strategies increase my critical thinking and decision-making? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</p> <p>2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g.,</p>	<p>Core Ideas: In this unit students will be introduced to age-appropriate fitness concepts, a variety of motor and non-motor movements, the importance of spatial awareness for their safety and others and the benefits of lifelong fitness. Students will learn how to execute a variety of movements and physical exercises individually and in a group/team setting. Students will apply their knowledge in a variety of games and activities individually and with others.</p> <p>Key Vocabulary: Fitness, healthy lifestyle, activity, personal space, locomotor and non locomotor movements, such as, squats, jumping jacks, running, jogging, lunges, skip, gallop, marching, slide, side slide, crawl, bear crawl, yoga, windmill stretch, pushups, crunches, etc.</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Locomotor & non-Loocomotor Skills ● Personal Fitness ● Flexibility ● Balance ● Spatial development ● Teamwork ● Sportsmanship ● Leadership <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Class Discussion ● Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet

<p>games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p>2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.</p> <p>2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</p> <p>2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</p>	<p>it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</p> <ul style="list-style-type: none"> • The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. • Exploring wellness components provide a foundational experience of physical movement activities • Feedback impacts and improves the learning of movement skills and concepts. • Teamwork consists of effective communication and respect among class and team members. • Physical fitness is beneficial to one's mental health. 	
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Physical Education		Grades K-2
	Unit 2: Catching and Throwing	Pacing: 8 weeks (16 class periods)
Essential Question	<ul style="list-style-type: none"> • Why is it important to learn how to catch and throw? • What are the proper techniques for throwing and catching an object? • How do applied motor skills assist in building hand eye coordination? • What concepts, principles, strategies and tactics are used in physical activities? 	
Standards	Knowledge/Skills	Evidence of Learning
2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.	<p>Core Ideas:</p> <p>In this unit students will be introduced to the basic cues used to catch and throw an object. Learning how to properly catch and throw is an important life skill. Learning how to catch and throw aids in the development of an</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/

<p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>	<p>individual's hand eye coordination. The movements required to successfully execute these skills are essential to safety and success. Teamwork, sportsmanship and strategy help to develop communication and strengthen social ties.</p> <p>Key Vocabulary: Hand eye coordination, Tic, tock, step and rock, eye on the ball/object, hands together, fingers up, fingers down, hands to the object, follow through, rolling, bowling, juggling</p> <p>Teacher Note: This age group will mostly practice underhand throwing. Overhand throwing may be practiced in the second grade at the end of the unit if a student/s shows a higher proficiency.</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Execution underhand toss and catching cues. ● Demonstration of teamwork and sportsmanship skills. ● Development or advancement of hand-eye coordination. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The practice of these skills help in the development of hand-eye coordination. ● Proper practice of teamwork and sportsmanship is beneficial to social and emotional development. ● There are many games, activities, sports and parts of everyday life that require the ability to catch and throw. 	<p>Feedback</p> <ul style="list-style-type: none"> ● Peer Evaluation ● Self Evaluation ● Class Discussion ● Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet
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Physical Education		Grades K-2
	Unit 3: Hand Striking	Pacing: 4 weeks (8 class periods)
Essential Question	<ul style="list-style-type: none"> ● What games or activities involve hand striking? ● How does hand striking benefit an individual? ● What movements and body parts are involved in striking an object with your hand or hands? ● Do hand striking games and activities increase overall physical fitness? 	

	<ul style="list-style-type: none"> Do hand striking games or activities challenge my brain as well as my body? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p>2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</p>	<p>Core Ideas: In this unit students will be introduced to different games and activities that involve hand striking such as, volleyball, and gaga ball. Learning the proper form to execute a hand strike on a ball or balloon at different heights promotes success and challenges an individual's hand-eye coordination and lateral movement. Learning about the parts of the hand increases knowledge of human anatomy.</p> <p>Key Vocabulary: Striking, overhand strike, underhand strike, bump, palm, fingers, index finger, etc., eyes on the object, step and strike, communication, rotation, teamwork, sportsmanship.</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> The performance of locomotor movements. Execution overhand and underhand striking techniques. Formulation of successful strategies during play. Demonstration teamwork, leadership and sportsmanship. Continued development of hand-eye coordination. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> The practice of this skill helps in the development of hand-eye coordination. Proper practice of teamwork and sportsmanship is beneficial to social and emotional development. Hand striking games, activities and sports are fun challenges that are beneficial to overall physical health and abilities. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Active (teacher- directed) participation Teacher Observation/ Feedback Peer Evaluation Self Evaluation Class Discussion Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> Written or Oral (skill) Quiz/Test/Exit Slip Worksheet

Physical Education		Grades K-2
	Unit 4: Striking with an Implement	Pacing: 8 weeks (8 class periods)
Essential Question	<ul style="list-style-type: none"> What does striking with an implement entail? What sports, games or activities involve striking with an implement? 	

	<ul style="list-style-type: none"> • How does striking with an implement benefit individuals physically? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p>2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety,</p>	<p>Core Ideas: In this unit students will learn the proper and safe way to hold, and strike an object with an implement. They will learn the sports, games and activities that involve striking with an implement. Continued focus on hand-eye coordination as well as the generation of force required by the movement of the lower body will be reinforced. Students will learn the physical benefits of these games, sports and activities and the importance of perseverance when challenges arise.</p> <p>Key Vocabulary: Implement (ex. Baseball bat, tennis racket, hockey stick, pool noodle, etc.), force, low follow through</p> <p>Student Learning Objective(s):</p> <ul style="list-style-type: none"> • Demonstrate movements needed to move an object with an implement. • Safely execute proper techniques needed when striking with a rigid implement • Acknowledge or share their strengths and challenges • Recognize how positive communication can generate success <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Practicing this skill requires specific movements and focus. • Safe play is essential, especially when playing with implements. • Positive reinforcement of others promotes success and builds comradery. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Written or Oral (skill) Quiz/Test/Exit Slip • Worksheet <p>*See also “Curricular Accommodations Insert.”</p>

accident prevention).		
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Physical Education		Grades K-2
	Unit 5: Basketball	Pacing: 4 weeks (8 classes)
Essential Question	<ul style="list-style-type: none"> • What are the physical benefits of playing basketball ? • What applied motor skills are used in basketball? • Why is dribbling essential to playing basketball? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p>2.2.12.LF.4: Exhibit responsible social</p>	<p>Core Ideas: In this unit students will learn movements and terminology to describe movements and responsibilities needed to play basketball. Students will practice applying different amounts of force when handling the basketball when dribbling, passing and shooting it. Students will continue to demonstrate positive social behaviors while participating in drills, activities and games. Playing basketball is beneficial for physical fitness.</p> <p>Key Vocabulary: Dribble, pass, bounce pass, chest pass, overhead pass, jump shot, layup, foul, violation, offense, defense</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> • Recognize the positive effects on their fitness levels by participating in this sport. • Execution of dribbling, passing and shooting cues. • Demonstration of offensive and defensive roles • Acknowledgement of different motor movements involved in playing basketball. • Displaying positive teamwork and sportsmanship behaviors leads to positive social interactions. • Execution of basic locomotor movements are used in basketball. <p>Unit Enduring Understandings:</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Written or Oral (skill) Quiz/Test/Exit Slip • Worksheet

<p>behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p>	<ul style="list-style-type: none"> ● Basketball involves a number of motor movements. ● Participation in this sport will increase fitness levels. ● Team sports can lead to positive social experiences. 	
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Physical Education		Grades K-2
	Unit 6: Soccer, Foot Striking Games & Activities	Pacing: 4 weeks (8 classes)
Essential Question	<ul style="list-style-type: none"> ● What are the physical fitness benefits of playing soccer ? ● What applied motor skills are used to strike an object with your foot? ● What concepts, principles, strategies and tactics are used in physical activities? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards</p>	<p>Core Ideas: In this unit students will learn movements and terminology to describe movements and responsibilities needed to play soccer. Students will practice applying different amounts of force when dribbling, passing and striking a soccer ball and other objects. Students will continue to demonstrate positive social behaviors while participating in drills, activities and games. Playing soccer and other foot striking games and activities is beneficial for physical fitness.</p> <p>Key Vocabulary: Foot dribble, goal, step and kick, goaltender, handball</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Recognize the positive effects on their fitness levels by participating in this sport. ● Execution of dribbling, passing and striking cues. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Class Discussion ● Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill)

<p>self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p>2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p>	<ul style="list-style-type: none"> • Demonstration of offensive and defensive roles • Acknowledgement of different motor movements involved in playing soccer. • Displaying positive teamwork and sportsmanship behaviors leads to positive social interactions. • Acknowledgement of basic rules and roles of soccer. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Soccer involves a number of motor movements. • Participation in this sport will increase fitness levels. • Team sports can lead to positive social experiences. 	<p>Quiz/Test/Exit Slip</p> <ul style="list-style-type: none"> • Worksheet
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Physical Education		Grades K-2
	Unit 7: Jump Rope, Hula Hoop & Team Building Games	Pacing: 4 weeks (8 classes)
Essential Question	<ul style="list-style-type: none"> • What are the physical benefits from jumping rope and hula hooping? • What applied motor skills are used when jumping rope and hula hooping? • What are the physical and social benefits from participating in cooperative games and activities? 	
Standards	Knowledge/Skills	Evidence of Learning
2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.	<p>Core Ideas: In this unit students will learn movements and physical</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed)

<p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p>2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p>	<p>mechanics used to jump rope and hula hoop. Students will discover the timing needed to consistently jump rope. Students will continue to demonstrate positive social behaviors while participating in drills, activities and games. Practicing these activities is beneficial to overall physical fitness and positive social interaction.</p> <p>Key Vocabulary: Swing rope, jump low, time jump, elbow in, spin the hoop, move hips in circle, bend knees, arms out,</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Recognize the positive effects on overall fitness by participating in these activities. ● Execution of jump rope and hula hoop cues. ● Participation in team building activities. ● Acknowledgement of different motor movements involved. ● Displaying positive teamwork and sportsmanship behaviors leads to positive social interactions. ● Execution of basic locomotor movements. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Jump Rope and Hula hoop are life long activities that involve fitness concepts. ● Participation in these activities will increase fitness levels. ● Team building is beneficial to physical and mental health. 	<p>participation</p> <ul style="list-style-type: none"> ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Class Discussion ● Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet
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Physical Education		Grades K-2
	Unit 8: Frisbee Games & Activities	Pacing: 4 weeks (8 classes)
Essential Question	<ul style="list-style-type: none"> ● What are the physical benefits of playing frisbee? ● What applied motor skills are used when playing frisbee games? ● What are the different types of frisbee games and activities? 	

Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</p> <p>2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety,</p>	<p>Core Ideas: In this unit students will learn the proper movements and cues to properly toss and catch a frisbee. Students will identify the important positive effects that frisbee games can have on their overall physical fitness. Teamwork and companionship benefit overall mental health.</p> <p>Key Vocabulary: Hold frisbee flat, step, extend arm and release to target, pancake catch, gator catch, hands together, move to the frisbee</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Identify the positive effects on their fitness levels by participating in this activity. ● Execution tossing and catching cues. ● Recognizing different motor movements involved in playing throwing and catching a frisbee. ● Practicing positive teamwork and sportsmanship behaviors leads to positive social interactions. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Playing Frisbee involves a number of motor movements. ● Participation in this activity will increase fitness levels. ● Physical activity can lead to positive social experiences. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Class Discussion ● Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet

bicycle/scooter safety, fire safety, poison safety, accident prevention).		
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Physical Education	Grades K-2
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	Unit 9: Field Day Games & Activities	Pacing: 2-3 weeks (4-6 classes)
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Essential Question	<ul style="list-style-type: none"> ● What are the field day activities played? ● What applied motor skills are used in these activities? ● Why is field day beneficial to overall physical and mental health? ● What cues learned will be used in these games and activities?
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Standards	Knowledge/Skills	Evidence of Learning
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<p>2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</p> <p>2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</p> <p>2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</p> <p>2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</p> <p>2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</p> <p>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</p> <p>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</p> <p>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to</p>	<p>Core Ideas: In this unit students will participate in a number of team building activities that involve many locomotor movements. Students will be challenged to execute these movements. Students will continue to demonstrate positive social behaviors while participating in these activities and games. These activities are beneficial to both physical and mental fitness.</p> <p>Key Vocabulary: Tug of War, Potato Sack Race, Pass the Sponge, Skee Ball, Drip Drip Drench, Ball on Cone Relay Race, Wet Bottom Race, Leaky Cup Race, Parachute games</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Execution of practiced motor movements during all activities, ● Demonstration of a positive attitude during all activities. ● Practicing strategy, teamwork and sportsmanship is a sign of leadership. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Most field day activities involve motor movement and challenge your physical abilities. ● Participation in these activities promotes positive social interaction. ● Team building activities are beneficial to fitness and 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Class Discussion ● Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet
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<p>achieve goals. 2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</p>	<p>mental capacity.</p>	
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<p>Appendix A</p>	<p>Core Instructional & Supplemental Materials</p>	<p>Grades K-2</p>
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Core Instructional Materials:
PE Central <http://www.pecentral.org/> , Shape America <https://www.shapeamerica.org/> , Shape NJ - <https://www.njahperd.org/new/> , Promethean Board, computer/ChromeBooks, wireless speaker, smart phone, whiteboard, visual aids, pen\pencil\markers, clipboards, paper, assorted sized foam balls, yarn balls, plastic balls, beach balls, rubber balls, tennis balls, ping pong balls, basketballs, footballs, volleyballs, soccer balls, balloons, pool noodles, tennis rackets, pickle-ball paddles, badminton rackets, hockey sticks, hand held hockey sticks, foam tipped sticks, plastic baseball bats, foam baseball bats, beanbags, juggling scarves, cornhole boards, large and small bins, adjustable tennis\volleyball nets, large bouncy balls, rainbow parachutes, balance beams, cushioned floor mats, agility ladders, bowling pins, frisbees, jump ropes, hula hoops, poly spots, cones, chalk, permanent markers, colored pinnies, yoga poly spots, numbered poly spots, folding tables, floor scooters, tug of war rope, floor tape, water, plastic cups, milk crates, water balloons, dice, fitness and yoga dice, playing cards, pull carts

Supplemental Materials: Sworkit Health <https://sworkit.com/> , Collaborative Physical Education Communities found on YouTube, FaceBook and X (aka- Twitter), The PE Specialist <https://www.thepespecialist.com/> , Kahoot <https://kahoot.com/>

<p>Appendix B</p>	<p>Technology Integration (Computer Science and Design Thinking)</p>	<p>Grades K-2</p>
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<p>Standards</p>	
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<p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.2.2.A.2 Describe how designed products and systems are useful at school, home and work.</p> <p>8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.</p> <p>8.2.2.C.3: Explain why we need to make new products.</p> <p>8.2.2.B.1: Identify how technology impacts or improves life.</p> <p>8.2.2.B.4: Identify how the ways people live and work has changed because of technology.</p> <p>8.2.2.B.3: Identify products or systems that are designed to meet human needs.</p> <p>8.1.2.AP.4 Break down a task into a sequence of steps.</p> <p>8.1.2.IC.1 Compare how individuals live and work before and after the implementation of new computing technology.</p>	<p>CORE IDEAS:</p> <p>Individuals develop and follow directions as part of daily life</p> <p>Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.</p> <p>People work together to develop programs for a purpose, such as expressing ideas or addressing problems.</p> <p>Societal needs and wants determine which new tools are developed to address real-world problems.</p> <p>A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.</p> <p>Technology innovation and improvement may be influenced by a variety of factors.</p> <p>Use web based software such as Swotkit and Kahoot to challenge learned skills. These programs allow students to create mentally and physically challenging tasks. Collaborative vehicles such as PECentral, Facebook and X help to spread creative and current physical and mental challenges to all students.</p>
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Appendix C	Interdisciplinary Connections	Grades K-2
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The physical education curriculum is structured to allow for the maximum crossover with other parts of the school curriculum to create a whole learning approach. It is a guiding principle of this curriculum that physical education can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited. Physical education can be used as a tool to teach curriculum, while at the same time using what is learned in other subjects. In addition, it can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

ENGLISH LANGUAGE ARTS

RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2.: Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.9.: Compare and contrast two or more versions of the same story by different authors or from different cultures.

MATHEMATICS

1.OA.B.3: Apply properties of operations as strategies to add and subtract.3 Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)

1.OA.A.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

K.CC.B.5: Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

K.CC.C.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

DANCE

1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.

1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.

1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.

Ex: Create movements to match the melodic direction, tempo, and dynamics of a piece. Perform a dance to a given genre of music.

SOCIAL STUDIES-U.S. History: America in the World by the End of Grade 2:

6.1.2.CivicsPD.1 Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPR.3 Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Ex: Evaluating the arts can be very subjective. Students must consider the performing requirements for technical accuracy and also their opinions in regards to its impact and personal preferences. Following rules in the arts is extremely important in being able to have effective collaboration as an ensemble.

Appendix D**Modification and Accommodations****Grades K-2**

Lebanon Borough School Health and Physical Education program strives to attend to the needs of all students. We realize that every child is different in the way they learn. Our department works to make any and every accommodation and modification necessary to afford challenge and success. This includes but is not limited to, simplifying directions, supplying visual aides, supplying instant, simple and descriptive feedback. Offering more opportunity to practice, and sequencing instruction from simple to complex. We also supply different sized equipment to accommodate smaller children, children with special needs and students accessed at a lower proficiency. Targets will be moved closer or farther away to accommodate the proficiency of all children. Assessments will be modified to fit the proficiency of all students. Student aids are encouraged to recommend modifications that may benefit students such as, sitting students where they learn best or taking assessments in a preferred setting.

**Grades 3-5 Health Education
Pacing Guide**

Student Health instruction 1 period per week.

Trimester 1 (September - December)	Trimester 2 (January - March)	Trimester 3 (April - June)
Unit 1: Injury Prevention and Personal Safety Unit 2: Functions of the Body Unit 3: Nutrition Unit 4: Community Health & Safety (Violence Prevention)	Unit 5: Self Worth, Mental and Emotional Health Unit 6: Substance Abuse Prevention Unit 7: Disease and Illness Prevention	Unit 8: Environmental and Consumer Health Unit 9: Growth and Development Unit 10: Physical Fitness

Health Education		Grades 3-5
	Unit 1: Injury Prevention and Personal Safety	Pacing: 4 weeks (4 class periods)
Essential Question(s)	<ul style="list-style-type: none"> Why is safety important to us all? How can we identify safe and unsafe situations? Why is it important to have safety rules at home, school and our community? How can we properly assess emergency situations? What is first aid and its role in emergency situations What are some practices to help avoid conflict and risky situations? 	
Standards	Knowledge/Skills	Evidence of Learning
2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance. 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers	<p>Core Ideas: In this unit students will be introduced to first aid practices and planning. Advance in assessing unsafe situations, to prevent injury, confront bullying, deal with peer pressure.</p> <p>Key Vocabulary: first aid, precaution, upstander, bystander, resolution, flammable, EpiPen, allergic, adverse, anaphylactic shock, assertive, empathy, aggressive behavior</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> Identify true emergencies. Explain safety rules and the roles of safety helpers 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Active (teacher- directed) participation Teacher Observation/ Feedback Peer Evaluation Self Evaluation Class Discussion Unit Workbook Role Play

<p>and other trusted adults about a variety of topics.</p> <p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals)</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</p> <p>2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</p> <p>2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</p> <p>2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</p> <p>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</p> <p>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</p>	<p>at school, and community.</p> <ul style="list-style-type: none"> ● Practice assess risky situations. ● Explain the importance of emergency planning. ● Explain what first aid practices are. ● Demonstrate responsibility and safety when dealing with risky situations. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Identifying emergency situations is important to the safety of all involved. ● Developing first aid skills is valuable to the safety of all. ● Assessing risky situations properly benefits overall safety. ● Open communication with trusted adults is beneficial to one's safety. ● Respecting personal boundaries of others and oneself builds understanding and confidence. ● Assertive action can assist in bullying prevention. 	<p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheets
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Unit 2: Functions of the Body

Pacing: 4 weeks (4 class periods)

Essential Question

- What are the parts of the eyes and their functions?
- What are the names of different teeth and their functions?
- What are the functions of the brain?
- How can healthy decisions protect our body parts?

Standards

Knowledge/Skills

Evidence of Learning

2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
 • 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

Core Ideas:
 In this unit students will be investigating the functions of different body parts. Learning about body parts such as the eyes, teeth, lungs and brain and their importance will help emphasize why healthy habits are beneficial to the development of these parts and the rest of their entire body.

Key Vocabulary:
 Pupil, cornea, retina, lens, nearsighted, farsighted, enamel, dentin, pulp, plaque, fluoride, cavity, incisor, cuspids, molars, spinal cord, neuron, reflex action, hemispheres, brainstem, thalamus, cerebrum

Student Learning Objective(s)

- Explain how all of our senses are involved in what we see.
- Explain the function and operation of the eyes.
- List eyesight problems that can occur and describe some common solutions.
- Explain the structure of the human mouth including the tongue and the teeth.
- Compare and contrast the different types of human teeth.
- Show responsibility for the day-to-day care of the teeth including avoiding harmful substances.
- Describe the structure and different functions of the brain.
- Name the different parts of the central nervous system and explain how they work.

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Unit Workbook
- Role Play

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheets

	<ul style="list-style-type: none"> • Develop a sense of empathy for people with learning differences. • List the causes and effects of head injuries and various disorders of the brain. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Body parts may have a number of parts each with a particular role (Eyes, teeth, brain, etc.). • Proper care and use of your body will help optimize ability. • Understanding how your body works is beneficial to long term health. • The parts of the central nervous and its various roles. • Understanding that brain function and development can be affected by many factors and compassion and understanding grows empathy. 	
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Health Education		Grades 3-5
	Unit 3: Nutrition	Pacing: 4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> • Why is eating healthy important? • Name the different nutrients and their role in your body? • What nutrients are found in which food groups? • Why is knowing how to read food labels important to healthy decisions? • What is the digestive system and how does it work? • Why is it important to evaluate eating habits and make responsible changes? • What is the relationship between calories, nutrients and energy? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</p> <p>2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</p> <p>2.2.5.N.3: Develop a plan to attain a personal</p>	<p>Core Ideas: In this unit students will gain a more in depth understanding of the roles and purpose of MyPlate. The different nutrients and what foods they are found in. They will learn about the digestive system and how it works. The relationship between calories, nutrients and energy. How food labels help to make healthier eating decisions. And</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation

<p>nutrition health goal that addresses strengths, needs, and culture.</p>	<p>the importance of establishing and modifying healthy eating patterns throughout life.</p> <p>Key Vocabulary: Nutrients, digestive system, esophagus, stomach, small intestines, large intestines, pancreas, saliva, consumer, protein, carbohydrates, vitamins, minerals, fats, fiber, water, saturated fats, diabetes, type 2 diabetes</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Identifying nutrients and the foods that they are most associated with. ● Explain how the body uses nutrients to nourish cells by describing the process of digestion. ● Explain how to read and interpret food labels. ● Understanding how the calories and nutrients in foods help your body create energy. ● Understand the importance of establishing and maintaining healthy eating goals and habits. ● Identify how diseases such as type 2 diabetes affect bodily function are a consequence of poor eating routines or habits. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Further understanding of nutrients and of how our bodies need them to grow, repair and supply energy. ● Understanding where to find nutrients in the different foods we consume. ● How to interpret food labels in order to make healthy decisions. ● Prioritizing healthy food over others is essential to long term health. ● Starting healthy eating habits and routines is beneficial to long term health. 	<ul style="list-style-type: none"> ● Self Evaluation ● Class Discussion ● Unit Workbook ● Role Play <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet
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Health Education

Grades 3-5

Unit 4: Community Health & Safety (Violence Prevention)

Pacing: 4 weeks (4 class periods)

Essential Question

- Why is it important to keep our community safe and clean?
- Why is it important to demonstrate concern for the health of the whole community?
- How can smoke and pollution affect the environment and health of a community?
- How do drugs, violence and addiction affect the community?
- How does tobacco use affect the respiratory system and the lungs of those in the community?
- What resources are available to address community health issues?

Standards

Knowledge/Skills

Evidence of Learning

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

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

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. •

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate

Core Ideas:
In this unit students will learn the importance of keeping their community clean and safe. What actions to take to help decrease pollution, violence and crime. The effects of air pollutants on the lungs and respiratory system. Tobacco use has negative effects on the body and can harm others. Refusal practices can aid in preparation for possible pressures to experiment in unhealthy habits. Such as smoking, vaping, drugs and alcohol.

Key Vocabulary:
Community, pollution, environment, EPA, recycle, sanitation workers, emphysema, nicotine, addictive, addiction, respiratory system, cilia, alveoli, trachea, bronchi, bronchiole, diaphragm, lung cancer, tar, second-hand smoke, e-cigarette/vape, carbon monoxide, carbon dioxide

Student Learning Objective(s)

- Demonstrate responsibility for keeping the community safe.
- Demonstrate a concern for the health of the whole community.
- Practice healthful behaviors that will directly affect the community.
- Identify pollution problems.
- Identify how drugs and violence hurt a community.
- Explain the physical and psychological effects of

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Unit Workbook
- Role Play
- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

behaviors that are harmful to others.	<p>addiction to tobacco.</p> <ul style="list-style-type: none"> • Describe the effects of smoking, including secondhand smoke, on a community. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Keeping your community clean and safe benefits all. • There are health and safety laws as well as community helpers that help to keep our communities clean, safe and help reduce pollution. • Use and addiction to tobacco products, drugs and alcohol directly affects the health of the users and their community. • Exposure to air pollutants such as smoke, second-hand smoke, e-cigarette vapor and carbon dioxide can permanently damage parts of the body. • Our lungs and respiratory system are directly endangered by all air pollutants. • Practicing effective refusal skills assists in dealing with the pressures to use tobacco, drugs and alcohol. 	
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Health Education		Grades 3-5
	Unit 5: Self-worth Mental & Emotional Health	4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> • What factors affect our attitude? • How can one's attitude affect choices that impact personal health? • Why it is important to make responsible and healthy decisions when settling conflict. • How can we express emotions appropriately through communication skills? • What ways can we practice standing up for your right to privacy, including practicing refusal skills? • How can we display empathy and support to those who are experiencing strong emotions? • What types of support systems can we develop and utilize in our community? 	
Standards	Knowledge/Skills	Evidence of Learning
2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).	<p>Core Ideas: In this unit students will learn the importance of maintaining a healthy attitude towards themselves and others. Coping methods to assist in dealing with strong emotions. Respect and empathy for those dealing with strong emotions.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
- 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people.
- 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

Communicating personal boundaries, fears and strong emotions is helpful and healthy. Developing and utilizing support systems develop confidence and strategies to help handle difficult situations.

Key Vocabulary:

Respect, emotions, attitude, values, positive attitude, stress, private, upstander, ally, exclusion, maturity, depression, communication, negotiate, appropriate, independent

Student Learning Objective(s)

- Define the word *attitude* and describe the connection between attitudes, values, and goals.
- Build self-esteem by listing positive attitudes and values.
- Compare and contrast positive and negative attitudes.
- Describe how one's attitude can affect choices which impact personal health.
- Predict the consequences of not having strategies for coping with intense emotions.
- Practice standing up for your right to privacy, including practicing refusal skills.
- Develop respect for the importance of a support system.

Unit Enduring Understandings:

- Our attitudes can be positively and negatively affected by a number of factors.
- Managing emotional triggers properly is important to emotional growth.
- Everyone's privacy is to be acknowledged and respected.
- Establishing a personal support system or finding community support is beneficial to one's health.
- Practicing methods to build self-esteem are effective and beneficial to mental health.
- Coping with intense emotions or emotional situations is difficult for everyone.

Feedback

- Peer Evaluation
- Self Evaluation
- Class Discussion
- Unit Workbook
- Role Play

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

Health Education

Grades 3-5

Unit 6: Substance Abuse and Prevention

Pacing: 4 weeks (4 class periods)

Essential Question

- Why is it important to recognize drugs and refusal skills in a variety of scenarios.
- What are the main laws that have to do with tobacco, alcohol and other drugs?
- What it means to be addicted to drugs and how it can happen?
- What are the names of some drugs and their long and short-term effects?
- What kind of resources are available to individuals, families and communities to help with addiction?
- What are the definitions of drug use, drug abuse and drug misuse?

Standards

Knowledge/Skills

Evidence of Learning

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

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

- 2.3.5.DSDT.1: Differentiate between drug

Core Ideas:
In this unit students will learn more about different drugs and their harmful effects on the body. How addiction occurs and can affect families and communities of addicts. The difference between drug use, drug misuse and drug abuse. The common pressures to experiment with drugs and alcohol and tobacco. There are community support resources that help with battling addiction.

Key Vocabulary:
drugs, tobacco, nicotine, alcohol, liquor, street drugs, e-cigarette/vapes, inhalant, legal, illegal, opioid, addicted, hallucinate, influence, peer, proper use, drug misuse, drug abuse, stimulant, depressant, hallucinogen, alcoholism

Student Learning Objective(s)

- Recognizing drugs and using refusal skills to stay drug free.
- Predict the consequences of giving in to pressure to smoke, drink, or do drugs.
- Explain why laws are used to regulate the use of drugs, alcohol and tobacco.
- Define the word *addiction* and explain what it means to be addicted to drugs and how it can happen.
- Rate the importance of having a positive influence on others.
- Identify various drugs and explain the effects of each drug.

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Unit Workbook
- Role Play

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

<p>use, misuse, abuse, and prescription and illicit drugs.</p> <p>2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</p> <p>2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</p> <p>2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</p> <p>2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</p>	<ul style="list-style-type: none"> • Describe some reasons why people abuse and misuse drugs and the effects on family and community. • Discuss the danger of misusing and abusing drugs. • List resources in the community that can help with addiction problems. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Using drugs, alcohol and tobacco is unhealthy and can lead to troubling addiction. • Addiction affects the individual, their family, relationships and community. • Drugs have various classifications and effects on the body. • Laws and rules provide direction for the proper use of drugs and medicines. • Many people misuse and abuse drugs and other substances to solve or avoid personal problems. • Knowing and being a positive role model assists yourself and others. • There are various support systems available in the community to help with addiction, or those affected by addiction. 	
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Health Education		Grades 3-5
	Unit 7: Disease and Illness Prevention	4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> • How do germs spread? • What can we do to stop the spread of germs?? • What are communicable and noncommunicable diseases? • What is the immune system and its roles? • What are bloodborne pathogens and what components of blood do they affect? • What is HIV and how does it affect the immune system? 	
Standards	Knowledge/Skills	Evidence of Learning
2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness,	<p>Core Ideas: In this unit students will learn more about how germs</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed)

prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

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

2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions.

spread and methods to prevent spread. The immune system and its roles. The difference between communicable and noncommunicable disease. The importance of being clean and healthy. The components of blood and how blood diseases attack these components. HIV and its effect on the immune system. Illness and disease can affect whole communities. Utilizing health services in our community benefits everyone.

Key Vocabulary:

Viruses, bacteria, vaccines, communicable, noncommunicable, immune system, white blood-cells, antibodies, body fluid, symptom, pathogens, contagious, HIV, COVID 19, respiratory disease, contaminated, circulatory system, atria, ventricles, blood vessels, arteries, veins, capillaries, platelets, red blood-cells, plasma, AIDS

Student Learning Objective(s):

- Exercise personal responsibility for preventing the spread of germs.
- Distinguish between communicable and noncommunicable diseases.
- Make a plan to practice good personal hygiene skills to avoid communicable diseases.
- Define the immune system and discover its ability to fight germs.
- Discover how illness and disease have affected the community.
- Show appreciation for one's body by making a commitment to help maintain a healthy circulatory system.
- Identify components of the blood and the jobs they do.
- Determine how HIV affects the immune system.

Unit Enduring Understandings:

- Communicable disease can be spread to others, while noncommunicable diseases are not contagious.
- Our body's immune system helps to create antibodies to help defend your body against germs.
- Healthy practices such as good hygiene and eating nutritious foods that are clean help to fight off

participation

- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Unit Workbook
- Role Play

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

	<p>illness.</p> <ul style="list-style-type: none"> ● COVID 19, HIV and AIDS are examples of illness that have dramatically affected communities and treatment of patients. ● The components of blood and how HIV affects the immune system. 	
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Health Education	Grades 3-5
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	Unit 8: Environmental and Consumer Health	Pacing: 4 weeks (4 class periods)
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Essential Question	<ul style="list-style-type: none"> ● What is a physical disability and what are some examples? ● What are some ways to assist those with physical challenges? ● What are learning disabilities and learning styles? ● What are some ways communities help those with physical and learning disabilities? ● What are the major components of the ear and how does it work with the brain? ● Name some hearing problems and how people compensate for these challenges? ● What is advertising and how is it used to influence the things people buy? ● What wise consumer techniques can we practice? ● What is a budget and why is it an important financial tool?
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Standards	Knowledge/Skills	Evidence of Learning
<p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</p> <p>2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).</p> <p>2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g.,</p>	<p>Core Ideas: In this unit students will learn about physical and learning disabilities and the challenges that come with them. That people with these challenges can thrive in life and resources afforded people with these challenges by their community. The parts of the ear, their functions, hearing problems and how the ear works with the brain. They will learn about advertising methods that used to influence consumers and best practices when consuming. What a budget is and its importance.</p> <p>Key Vocabulary: Challenge, accessible, hearing loss, sign language, cerebral palsy, vibration, semicircular canals, eardrum, hammer, stirrup, anvil, Eustachian tube, oval window, ear canal, cochlea, auditory nerve, consumer, unit price,</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Unit Workbook ● Class Discussion ● Role Play <p>Summative/Benchmark Assessment(s):</p>

counselors, medical professionals).
2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

generic, misleading, expiration date, budget, income, expenses

Student Learning Objective(s)

- Define the term *physical disability* and describe the roles of different health professionals who help people with various physical disabilities.
- Explain what learning *disabilities* are.
- Explain what schools and the communities are doing to help those with physical and learning challenges.
- Describe the functions of the major parts of the ear.
- Discover the amazing interdependent relationship between the ear and the brain.
- Identify different kinds of hearing problems and explain what can be done to help treat and compensate for hearing loss.
- Discover the role sound plays in our environment and safeguards from noise pollution.
- Explain the role of advertising in consumer behavior and tactics used by advertisers.
- Practice wise consumer techniques, including unit price shopping, reading labels, and evaluating advertising claims.
- Identify resources for judging the quality and health risks that might be present in the goods you buy.
- Explain what a budget is, how it works, and why it is an important tool for financial success.

Unit Enduring Understandings:

- Physical disabilities are body challenges that can occur in anyone.
- People with physical disabilities can adapt to their challenges to overcome difficulties.
- Learning disabilities affect how people learn, it is not a lack of intelligence.
- People with learning challenges can develop different learning styles.
- There are community resources to assist people who face physical and learning challenges.
- The ear has many parts and roles in communicating sound to the brain.

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

	<ul style="list-style-type: none"> • Hearing disabled people have developed ways to communicate, learn and thrive. • Noise pollution has negative effects on hearing. • Advertising tactics are made to influence the consumer. • Smart shopping can save you time, money and reduce stress and anxiety. • Creating a budget is beneficial to keeping your finances in order. 	
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Health Education		Grades 3-5
	Unit 9: Growth and Development	Pacing: 4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> • How are families different and why should these differences be appreciated? • What are the roles of chromosomes and genes? • What is puberty and how does the body change during this period? • What are the roles of hormones? • What is the biological difference between males and females? • What ways can pregnancy occur? • How do trusted adults play a role in dealing with development during puberty? • What are some methods to cope with loss or rejection? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</p> <p>2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</p> <p>2.1.5.PGD.4: Explain common human sexual development and the role of hormones.</p> <p>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</p> <p>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual</p>	<p>Core Ideas: In this unit students will learn about how families can be different and diverse. How chromosomes and genes come from our parents and keys in cells to make us who we are. How the body changes during the hormonal changes of puberty. What pregnancy and various ways of conception, like IVF? The guidance and experience of a trusted adult is a valuable beacon of support during life changes and times of loss and rejection.</p> <p>Key Vocabulary: Customs, adopt, stepparent, divorce, cells, inherit, cells, nucleus, chromosomes, genes, puberty, hygiene, lice, body odor, microorganisms, viruses, bacteria, fungi, bodily fluids,</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher-directed) participation • Teacher Observation/Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Unit Workbook <p>Summative/Benchmark</p>

orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

eggs, ovaries, sperm, testicles, vagina, scrotum, uterus, penis, menstrual period, pregnant.

Student Learning Objective(s)

- Define the word *family* and identify different types of families.
- Show respect for different types of families.
- Explain the value of talking to a trusted adult if a situation feels confusing or unsafe.
- Explain the role of genes in cell growth and development.
- Describe how hormones affect body function, and state emotional changes during puberty.
- Identify different microorganisms including viruses, bacteria, and fungi that contribute to illness in the body.
- Demonstrate how to be responsible for hygiene routines that prevent illness.
- Compare the physical and emotional similarities between males and females during puberty.
- Select and demonstrate appropriate life skills for various situations, including refusal and assertiveness skills, locating resources, and positive alternatives to negative behaviors.

Unit Enduring Understandings:

- Not all families are the same, these differences should be respected.
- The genes and chromosomes in our cells are the building blocks to who we are.
- Puberty is the time period in life where males and females physically and emotionally change to become more like adults.
- Proper hygiene can prevent illness.
- Pregnancy can be achieved in a number of ways.
- The guidance and experience of a trusted adult is a valuable beacon of support during life changes and times of loss and rejection.

Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

Health Education

Grades 3-5

Unit 10: Physical Fitness

Pacing: 4 weeks (4 class periods)

Essential Question

- What is the skeletal system and some of its functions?
- Why is exercise important to our body?
- What does it mean to be physically fit?
- How does exercise affect the heart, lungs and bones?
- How can setting exercise goals improve overall health?
- What are some of the body muscles and their functions?

Standards

Knowledge/Skills

Evidence of Learning

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities,

Core Ideas:

In this unit students will learn what physical fitness is and how exercise benefits the bones, muscles, heart and lungs. Consistent and appropriate exercise routines are beneficial to overall health. Learning the musculoskeletal system and its functionality is part of knowing our body. Many parts of the body are strengthened through exercise and movements. Daily exercise is beneficial to mental and physical health.

Key Vocabulary:

Physically fit, skull, backbone, pelvis ribs, joint, ball and socket joint, hinge joint, cartilage, calcium, goal, stress, heart attack, osteoporosis, hormones, endurance, flexible, type 2 diabetes, vigorous, musculoskeletal system, vertebrae, marrow, ligament, smooth muscle, lactic acid, anabolic steroid.

Student Learning Objective(s)

- Explain the functions of the skeleton.
- Show appreciation for the importance of the skeleton in relation to other body parts.
- Describe how joints help us to move.
- Define physical fitness.
- Advocate for the importance of exercise for the heart, lungs, and bones.
- Identify short- and long-term benefits of moderate and vigorous physical activity.
- Predict the consequences of not following safety

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Unit Workbook
- Role Play

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

<p>sports and wellness.</p>	<p>precautions when participating in physical activity.</p> <ul style="list-style-type: none"> ● Describe various functions of the musculoskeletal system. ● Understand the importance of exercising one's muscles and bones daily. ● Identify community support that promotes physical activity or sport. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The bones and muscles are essential to body movement. ● Commitment to exercise and fitness is a commitment to good health. ● The consequences of improper exercising or not exercising daily will have a negative effect on overall health. ● Most communities have programs that promote physical activity and sport. ● When a person is physically fit they feel healthy and strong, and have energy to work, learn, and play, or exercise. 	
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Appendix A	Core Instructional & Supplemental Materials	Grades 3-5
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Core Instructional Materials:
 The Great Body Shop <https://www.thegreatbodyshop.net/> , Great Body Shop Unit Workbooks and worksheets, BrainPop <https://www.brainpop.com/> , Brain Pop Jr. - <https://jr.brainpop.com/login/> , Mystery Science - <https://mysteryscience.com/home> , PBS Kids - <https://pbskids.org/> , Kids Health - <https://kidshealth.org/> , Mystery Science - <https://mysteryscience.com/home> , PBS Kids - <https://pbskids.org/> , My Plate - <https://www.myplate.gov/> , Kids Health - <https://kidshealth.org/> , Promethean Board, computer/ChromeBooks, wireless speaker, smart phone, whiteboard, visual aids, pen\pencil\markers, clipboards, paper,

Supplemental Materials: Sworkit Health <https://sworkit.com/> , Collaborative Physical Education Communities found on YouTube, FaceBook, X (aka- Twitter), Amaze Jr., www.drugfreeworld.org , and Kahoot.

Standards

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Technology Literacy (9.4)/ Computer Science and Design Thinking

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

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

Interdisciplinary Connection

6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.
8.2.5.B.6 Compare and discuss how technologies have influenced history in the

CORE IDEAS:

Individuals develop and follow directions as part of daily life

Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.

People work together to develop programs for a purpose, such as expressing ideas or addressing problems.

Societal needs and wants determine which new tools are developed to address real-world problems.

A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.

Technology innovation and improvement may be influenced by a variety of factors.

Use web based software such as The Great Body Shop and Kahoot to challenge learned skills. These programs allow students to create mentally and physically challenging tasks.

Collaborative vehicles such as YouTube, Facebook and X help to spread creative and current physical and mental challenges to all students.

past century.

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

Appendix C	Career Education Integration	Grades 3-5
Standards		
<p>9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements</p>	<p>The career education standards addressed in the health education curriculum outline the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary career options, planning, and career requirements.</p> <p>CORE IDEAS:</p> <ul style="list-style-type: none"> • An individual’s passions, aptitude and skills can affect his/her employment and earning potential. • Income and benefits can vary depending on the employer and type of job/career. • Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. • The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. • Different types of jobs require different knowledge and skills. • An individual’s passions, aptitude and skills can affect his/her employment and earning potential. 	

Appendix D	Interdisciplinary Connections	Grades 3-5
<p>The health education curriculum is structured to allow for the maximum crossover with other parts of the school curriculum to create a whole learning approach. It is a guiding principle of this curriculum that physical education can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited. Physical education can be used as</p>		

a tool to teach curriculum, while at the same time using what is learned in other subjects. In addition, it can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

English Language Arts

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

Mathematics

4.NF.A.1: Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.A.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)

5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

SOCIAL STUDIES

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Visual and Performing Arts

1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.

1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

Appendix D

Modification and Accommodations

Grades 3-5

Lebanon Borough School Health and Physical Education program strives to attend to the needs of all students. We realize that every child is different in the way they learn. Our department works to make any and every accommodation and modification necessary to afford challenge and success. This includes but is not limited to, simplifying directions, supplying visual aides, supplying instant, simple and descriptive feedback. Offering more opportunity to practice, and sequencing instruction from simple to complex. We also supply different sized equipment to accommodate smaller children, children with special needs and students accessed at a lower proficiency. Targets will be moved closer or farther away to accommodate the proficiency of all children. Assessments will be modified to fit the proficiency of all students. Student aids are encouraged to recommend modifications that may benefit students such as, sitting students where they learn best or taking assessments in a preferred setting.

**Grades 3-5 Physical Education
Pacing Guide**

Students PE instruction 2 periods per week.

Trimester 1 (September - December)	Trimester 2 (January - March)	Trimester 3 (April - June)
Unit 1: Fitness Components (4 weeks) Unit 2: Catching and Throwing Cues, Games and Activities (8 weeks total) Unit 3: Hand Striking (4 weeks)	Unit 4: Striking with an Implement (8 weeks) Unit 5: Basketball (4 weeks) Unit 6: Soccer & Foot Striking Games & Activities (4 weeks)	Unit 7: Jump Rope, Hula Hoop & Cooperation Games (4 weeks) Unit 8: Frisbee Games and Activities (4 weeks) Unit 9: Field Day Activities (2-3 weeks)

Physical Education

Grades 3-5

	Unit 1: Fitness and Spatial Awareness	Pacing: 4 weeks (8 class periods)
Essential Question(s)	<ul style="list-style-type: none"> • Why is physical education important in school? • Can I become physically fit/ healthy from the activities presented in physical education class? • Can physical education activities support my social and emotional growth and development? • In what ways can sportsmanship improve my communication and leadership skills? • Is teamwork important for other areas of my life? • Can identifying and developing strategies increase my critical thinking and 	

Standards	Knowledge/Skills	Evidence of Learning
<p>2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</p> <p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p>	<p style="text-align: center;">decision-making?</p> <p>Core Ideas: In this unit students will be introduced to age-appropriate fitness concepts, a variety of motor and non-motor movements, the importance of spatial awareness for their safety and others and the benefits of lifelong fitness. Students will learn how to execute a variety of movements and physical exercises individually and in a group/team setting. Students will apply their knowledge in a variety of games and activities individually and with others.</p> <p>Key Vocabulary: Fitness, healthy lifestyle, activity, personal space, locomotor and non locomotor movements, such as, squats, jumping jacks, running, jogging, lunges, skip, gallop, marching, slide, side slide, crawl, bear crawl, yoga, windmill stretch, pushups, crunches, etc.</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Personal Fitness ● Fitness Components (Flexibility, Balance, Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Body Composition) ● Teamwork ● Sportsmanship ● Leadership <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. ● The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. ● Exploring wellness components provide a foundational experience of physical movement activities 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Class Discussion ● Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. •

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)

- Feedback impacts and improves the learning of movement skills and concepts.
- Teamwork consists of effective communication and respect among class and team members.
- Physical fitness is beneficial to one's mental health.

Physical Education

Grades 3-5

Unit 2: Catching and Throwing

Pacing: 8 weeks (16 class periods)

Essential Question

- Why is it important to learn how to catch and throw?
- What are the proper techniques for throwing and catching an object?
- How do applied motor skills assist in building hand eye coordination?
- What concepts, principles, strategies and tactics are used in physical activities?

Standards

Knowledge/Skills

Evidence of Learning

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical

Core Ideas:
In this unit students will be introduced to the basic cues used to catch and throw an object. Learning how to properly catch and throw is an important life skill. Learning how to catch and throw aids in the development of an individual's hand eye coordination. The movements required to successfully execute these skills are essential to safety and success. Teamwork, sportsmanship and strategy help to develop communication and strengthen social ties.

Key Vocabulary:
Hand eye coordination, Tic, tock, step and rock, eye on the ball/object, hands together, fingers up, fingers down, hands to the object, follow through, rolling, bowling, juggling

Teacher Note: This age group will mostly practice underhand throwing. Overhand throwing may be practiced in the second grade at the end of the unit if a student/s shows a higher proficiency.

Student Learning Objective(s)

- Execution underhand toss and catching cues.
- Demonstration of teamwork and sportsmanship skills.
- Development or advancement of hand-eye coordination.

Unit Enduring Understandings:

- The practice of these skills help in the development of hand-eye coordination.
- Proper practice of teamwork and sportsmanship is

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Performance Level

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. •

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)

beneficial to social and emotional development.

• There are many games, activities, sports and parts of everyday life that require the ability to catch and throw.

Unit 3: Hand Striking

Pacing: 4 weeks (8 class periods)

Essential Question

- What games or activities involve hand striking?
- How does hand striking benefit an individual?
- What movements and body parts are involved in striking an object with your hand or hands?
- Do hand striking games and activities increase overall physical fitness?
- Do hand striking games or activities challenge my brain as well as my body?

Standards

Knowledge/Skills

Evidence of Learning

2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player

Core Ideas:

In this unit students will be introduced to different games and activities that involve hand striking such as, volleyball, and gaga ball. Learning the proper form to execute a hand strike on a ball or balloon at different heights promotes success and challenges an individual's hand-eye coordination and lateral movement. Learning about the parts of the hand increases knowledge of human anatomy.

Key Vocabulary:

Striking, overhand strike, underhand strike, bump, palm, fingers, index finger, etc., eyes on the object, step and strike, communication, rotation, teamwork, sportsmanship.

Student Learning Objective(s)

- The performance of locomotor movements.
- Execution overhand and underhand striking techniques.
- Formulation of successful strategies during play.
- Demonstration teamwork, leadership and sportsmanship.
- Continued development of hand-eye coordination.

Unit Enduring Understandings:

- The practice of this skill helps in the development of hand-eye coordination.
- Proper practice of teamwork and sportsmanship is beneficial to social and emotional development.
- Hand striking games, activities and sports are fun challenges that are beneficial to overall physical

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Performance Level

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

<p>and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p> <p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. •</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)</p>	<p>health and abilities.</p>	
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Physical Education		Grades 3-5
	Unit 4: Striking with an Implement	Pacing: 8 weeks (8 class periods)
Essential Question	<ul style="list-style-type: none"> • What does striking with an implement entail? 	

	<ul style="list-style-type: none"> • What sports, games or activities involve striking with an implement? • How does striking with an implement benefit individuals physically? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</p> <p>2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</p> <p>2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</p>	<p>Core Ideas: In this unit students will learn the proper and safe way to hold, and strike an object with an implement. They will learn the sports, games and activities that involve striking with an implement. Continued focus on hand-eye coordination as well as the generation of force required by the movement of the lower body will be reinforced. Students will learn the physical benefits of these games, sports and activities and the importance of perseverance when challenges arise.</p> <p>Key Vocabulary: Implement (ex. Baseball bat, tennis racket, hockey stick, pool noodle, etc.), force, low follow through</p> <p>Student Learning Objective(s):</p> <ul style="list-style-type: none"> • Demonstrate movements needed to move an object with an implement. • Safely execute proper techniques needed when striking with a rigid implement • Acknowledge or share their strengths and challenges • Recognize how positive communication can generate success <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Practicing this skill requires specific movements and focus. • Safe play is essential, especially when playing with implements. • Positive reinforcement of others promotes success and builds comradery. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Written or Oral (skill) Quiz/Test/Exit Slip • Worksheet

<p>2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. •</p> <p>2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</p> <p>2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)</p>		
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Physical Education		Grades 3-5
	Unit 5: Basketball	Pacing: 4 weeks (8 classes)
Essential Question	<ul style="list-style-type: none"> • What are the physical benefits of playing basketball ? • What applied motor skills are used in basketball? • Why is dribbling essential to playing basketball? 	
Standards	Knowledge/Skills	Evidence of Learning
2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to	Core Ideas: In this unit students will learn movements and terminology to describe movements and responsibilities needed to play	Formative Assessments: <ul style="list-style-type: none"> • Active (teacher- directed)

others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. •

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous

basketball. Students will practice applying different amounts of force when handling the basketball when dribbling, passing and shooting it. Students will continue to demonstrate positive social behaviors while participating in drills, activities and games. Playing basketball is beneficial for physical fitness.

Key Vocabulary:

Dribble, pass, bounce pass, chest pass, overhead pass, jump shot, layup, foul, violation, offense, defense

Student Learning Objective(s)

- Recognize the positive effects on their fitness levels by participating in this sport.
- Execution of dribbling, passing and shooting cues.
- Demonstration of offensive and defensive roles
- Acknowledgement of different motor movements involved in playing basketball.
- Displaying positive teamwork and sportsmanship behaviors leads to positive social interactions.
- Execution of basic locomotor movements are used in basketball.

Unit Enduring Understandings:

- Basketball involves a number of motor movements.
- Participation in this sport will increase fitness levels.
- Team sports can lead to positive social experiences.

participation

- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Performance Level

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

<p>age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)</p>		
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Physical Education		Grades 3-5
	Unit 6: Soccer, Foot Striking Games & Activities	Pacing: 4 weeks (8 classes)
Essential Question	<ul style="list-style-type: none"> • What are the physical fitness benefits of playing soccer ? • What applied motor skills are used to strike an object with your foot? • What concepts, principles, strategies and tactics are used in physical activities? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos,</p>	<p>Core Ideas: In this unit students will learn movements and terminology to describe movements and responsibilities needed to play soccer. Students will practice applying different amounts of force when dribbling, passing and striking a soccer ball and other objects. Students will continue to demonstrate positive social behaviors while participating in drills, activities and games. Playing soccer and other foot striking games and activities is beneficial for physical fitness.</p> <p>Key Vocabulary:</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion

rhythms, and musical styles.

2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. •

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal

Foot dribble, goal, step and kick, goaltender, handball

Student Learning Objective(s)

- Recognize the positive effects on their fitness levels by participating in this sport.
- Execution of dribbling, passing and striking cues.
- Demonstration of offensive and defensive roles
- Acknowledgement of different motor movements involved in playing soccer.
- Displaying positive teamwork and sportsmanship behaviors leads to positive social interactions.
- Acknowledgement of basic rules and roles of soccer.

Unit Enduring Understandings:

- Soccer involves a number of motor movements.
- Participation in this sport will increase fitness levels.
- Team sports can lead to positive social experiences.

- Performance Level

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

<p>physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)</p>		
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Physical Education		Grades 3-5
	Unit 7: Jump Rope, Hula Hoop & Team Building Games	Pacing: 4 weeks (8 classes)
<p>Essential Question</p>	<ul style="list-style-type: none"> • What are the physical benefits from jumping rope and hula hooping? • What applied motor skills are used when jumping rope and hula hooping? • What are the physical and social benefits from participating in cooperative games and activities? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p>	<p>Core Ideas: In this unit students will learn movements and physical mechanics used to jump rope and hula hoop. Students will discover the timing needed to consistently jump rope. Students will continue to demonstrate positive social behaviors while participating in drills, activities and games. Practicing these activities is beneficial to overall physical fitness and positive social interaction.</p> <p>Key Vocabulary: Swing rope, jump low, time jump, elbow in, spin the hoop, move hips in circle, bend knees, arms out,</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> • Recognize the positive effects on overall fitness by participating in these activities. • Execution of jump rope and hula hoop cues. • Participation in team building activities. • Acknowledgement of different motor movements 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Written or Oral (skill) Quiz/Test/Exit Slip

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. •

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for

involved.

- Displaying positive teamwork and sportsmanship behaviors leads to positive social interactions.
- Execution of basic locomotor movements.

Unit Enduring Understandings:

- Jump Rope and Hula hoop are life long activities that involve fitness concepts.
- Participation in these activities will increase fitness levels.
- Team building is beneficial to physical and mental health.

- Worksheet

<p>emotional and physical enjoyment.</p> <p>2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</p> <p>2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</p> <p>2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)</p>		
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Physical Education		Grades 3-5
	Unit 8: Frisbee Games & Activities	Pacing: 4 weeks (8 classes)
Essential Question	<ul style="list-style-type: none"> • What are the physical benefits of playing frisbee? • What applied motor skills are used when playing frisbee games? • What are the different types of frisbee games and activities? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g.,</p>	<p>Core Ideas: In this unit students will learn the proper movements and cues to properly toss and catch a frisbee. Students will identify the important positive effects that frisbee games can have on their overall physical fitness. Teamwork and companionship benefit overall mental health.</p> <p>Key Vocabulary: Hold frisbee flat, step, extend arm and release to target, pancake catch, gator catch, hands together, move to the frisbee</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> • Identify the positive effects on their fitness levels by participating in this activity. • Execution tossing and catching cues. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Performance Level <p>Summative/Benchmark Assessment(s):</p>

skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. •

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

- Recognizing different motor movements involved in playing throwing and catching a frisbee.
- Practicing positive teamwork and sportsmanship behaviors leads to positive social interactions.

Unit Enduring Understandings:

- Playing Frisbee involves a number of motor movements.
- Participation in this activity will increase fitness levels.
- Physical activity can lead to positive social experiences.

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)		
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Physical Education	Grades 3-5
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	Unit 9: Field Day Games & Activities	Pacing: 2-3 weeks (4-6 classes)
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Essential Question	<ul style="list-style-type: none"> ● What are the field day activities played? ● What applied motor skills are used in these activities? ● Why is field day beneficial to overall physical and mental health? ● What cues learned will be used in these games and activities?
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Standards	Knowledge/Skills	Evidence of Learning
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<p>2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</p> <p>2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</p> <p>2.2.5.MSC.5: Correct movement skills and</p>	<p>Core Ideas: In this unit students will participate in a number of team building activities that involve many locomotor movements. Students will be challenged to execute these movements. Students will continue to demonstrate positive social behaviors while participating in these activities and games. These activities are beneficial to both physical and mental fitness.</p> <p>Key Vocabulary: Tug of War, Potato Sack Race, Pass the Sponge, Skee Ball, Drip Drip Drench, Ball on Cone Relay Race, Wet Bottom Race, Leaky Cup Race, Parachute games</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Execution of practiced motor movements during all activities, ● Demonstration of a positive attitude during all activities. ● Practicing strategy, teamwork and sportsmanship is a sign of leadership. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Most field day activities involve motor movement 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Class Discussion ● Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet
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analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. •

2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga)

and challenge your physical abilities.

- Participation in these activities promotes positive social interaction.
- Team building activities are beneficial to fitness and mental capacity.

Appendix A

Core Instructional & Supplemental Materials

Grades 3-5

Core Instructional Materials:

PE Central <http://www.pecentral.org/> , Shape America <https://www.shapeamerica.org/> , Shape NJ - <https://www.njahperd.org/new/> , Promethean Board, computer/ChromeBooks, wireless speaker, smart phone, whiteboard, visual aids, pen\pencil\markers, clipboards, paper, assorted sized foam balls, yarn balls, plastic balls, beach balls, rubber balls, tennis balls, ping pong balls, basketballs, footballs, volleyballs, soccer balls, balloons, pool noodles, tennis rackets, pickle-ball paddles, badminton rackets, hockey sticks, hand held hockey sticks, foam tipped sticks, plastic baseball bats, foam baseball bats, beanbags, juggling scarves, cornhole boards, large and small bins, adjustable tennis\volleyball nets, large bouncy balls, rainbow parachutes, balance beams, cushioned floor mats, agility ladders, bowling pins, frisbees, jump ropes, hula hoops, poly spots, cones, chalk, permanent markers, colored pinnies, yoga poly spots, numbered poly spots, folding tables, floor scooters, tug of war rope, floor tape, water, plastic cups, milk crates, water balloons, dice, fitness and yoga dice, playing cards, pull carts

Supplemental Materials: Sworkit Health <https://sworkit.com/> , Collaborative Physical Education Communities found on YouTube, FaceBook and X (aka- Twitter), The PE Specialist <https://www.thepespecialist.com/> , Kahoot <https://kahoot.com/> ,

Appendix B

**Technology Integration
(Computer Science and Design Thinking)**

Grades 3-5

Standards

Career Readiness, Life Literacies, and Key Skills

9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

Technology Literacy (9.4)/ Computer Science and Design Thinking

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

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

CORE IDEAS:

Individuals develop and follow directions as part of daily life
 Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.
 People work together to develop programs for a purpose, such as expressing ideas or addressing problems.
 Societal needs and wants determine which new tools are developed to address real-world problems.
 A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.
 Technology innovation and improvement may be influenced by a variety of factors.
 Use web based software such as Swotkit and Kahoot to challenge learned skills. These programs allow students to create mentally and physically challenging tasks. Collaborative

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

Interdisciplinary Connection

- 6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.
- 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.
- 8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

vehicles such as PECentral, Facebook and X help to spread creative and current physical and mental challenges to all students.

Appendix C

Interdisciplinary Connections

Grades 3-5

The physical education curriculum is structured to allow for the maximum crossover with other parts of the school curriculum to create a whole learning approach. It is a guiding principle of this curriculum that physical education can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited. Physical education can be used as a tool to teach curriculum, while at the same time using what is learned in other subjects. In addition, it can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

English Language Arts

- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

Mathematics

4.NF.A.1: Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.A.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)

5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

SOCIAL STUDIES

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Visual and Performing Arts

1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.

1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

Appendix D

Career Education Integration

Grades 3-5

Standards

<p>9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements</p>	<p>The career education standards addressed in the physical education curriculum outline the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary career options, planning, and career requirements.</p> <p>CORE IDEAS:</p> <ul style="list-style-type: none"> • An individual’s passions, aptitude and skills can affect his/her employment and earning potential. • Income and benefits can vary depending on the employer and type of job/career. • Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. • The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. • Different types of jobs require different knowledge and skills. • An individual’s passions, aptitude and skills can affect his/her employment and earning potential.
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<p>Appendix E</p>	<p>Modification and Accommodations</p>	<p>Grades 3-5</p>
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Lebanon Borough School Health and Physical Education program strives to attend to the needs of all students. We realize that every child is different in the way they learn. Our department works to make any and every accommodation and modification necessary to afford challenge and success. This includes but is not limited to, simplifying directions, supplying visual aides, supplying instant, simple and descriptive feedback. Offering more opportunity to practice, and sequencing instruction from simple to complex. We also supply different sized equipment to accommodate smaller children, children with special needs and students accessed at a lower proficiency. Targets will be moved closer or farther away to accommodate the proficiency of all children. Assessments will be modified to fit the proficiency of all students. Student aids are encouraged to recommend modifications that may benefit students such as, sitting students where they learn best or taking assessments in a preferred setting.

**Grade 6 Health Education
Pacing Guide**

Student Health instruction 1 period per week.

Trimester 1 (September - December)	Trimester 2 (January - March)	Trimester 3 (April - June)
Unit 1: Injury Prevention and Personal Safety Unit 2: Functions of the Body Unit 3: Nutrition Unit 4: Community Health & Safety (Violence Prevention)	Unit 5: Self Worth, Mental and Emotional Health Unit 6: Substance Abuse Prevention Unit 7: Disease and Illness Prevention	Unit 8: Environmental and Consumer Health Unit 9: Growth and Development Unit 10: Physical Fitness

Health Education		Grade 6
	Unit 1: Injury Prevention and Personal Safety	Pacing: 4 weeks (4 class periods)
Essential Question(s)	<ul style="list-style-type: none"> • What are allergies and asthma? • What are some ways to help prevent allergic reactions? • Why is it important to understand your needs when dealing with medical problems? • How does smoking pose a risk to those with allergies and asthma? • What are some first aid procedures for allergies, asthma and other medical issues? • How can we evaluate emergency situations to make proper first aid decisions? 	
Standards	Knowledge/Skills	Evidence of Learning
2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others to go for assistance. 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. 2.3.8.HCDM.6: Explain how the immune system fights disease.	Core Ideas: In this unit students will learn about allergies, asthma and ways to prevent and assist those with these diseases. They will advance in first aid procedures regarding these medical issues and gain an understanding of how serious these conditions can be. Key Vocabulary: combat, histamine, antihistamine, bronchiole, allergen, epinephrine, anaphylaxis, alveolus, alveoli, aerosol Student Learning Objective(s) <ul style="list-style-type: none"> • Define the words allergy and asthma and discover how they affect the body. • Compare and contrast different allergic reactions 	Formative Assessments: <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Unit Workbook • Role Play

<p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.</p>	<p>and use decision making skills to avoid an allergic reaction.</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of your own special needs and medical problems. ● Discover why smoking poses a high risk to people with medical problems, including allergies and asthma. ● Explain first aid procedures for allergies, asthma, and other medical problems. ● Evaluate emergency situations using critical thinking skills to make appropriate first aid decisions. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Allergies and asthma are serious medical conditions. ● Recognizing allergic reactions and asthma attacks can save lives. ● Smoking is risky for the smoker and those around them. ● Assessing medical problems like these and knowing proper first aid practices can save lives. ● People with these types of medical conditions can control them by following their doctors orders and making wise decisions for their health? 	<p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheets
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Health Education		Grade 6
	Unit 2: Functions of the Body	Pacing: 4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> ● What are the different needs and functions of the cells of our body? ● What are common functions of each type of cell? ● What can we do to keep from harming our cells? ● How do cells grow, reproduce and form tissues, organs and systems? 	

	<ul style="list-style-type: none"> • What are the functions of some body systems? • What is the function of genetic materials in the human body? • What are some genetic tendencies for health risks? • What can happen when cells behave abnormally? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</p> <p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p>	<p>Core Ideas: In this unit students will be investigating the needs and functions of human cells, how they grow, reproduce and form organs and body systems. Genetic material plays a role in who we are and how health issues can be genetically inherited. They will learn how abnormal cells can become cancerous and the responsibility of protecting our cells.</p> <p>Key Vocabulary: Cell, chromosome, cytoplasm, DNA, endoplasmic reticulum, gene, membrane, mitochondria, mitosis, muscular dystrophy, nucleus, organ, ribosome, system, tissue</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> • Compare and contrast the different kinds of cells in the body and their functions. • Make a commitment to avoid harmful substances affecting the cells. • Explain how cells grow, reproduce, form tissues, organs, and systems. • Compare and contrast a variety of body systems. • Explain the function of genetic material in the human body. • Identify genetic tendencies for health risks. • Describe what can happen when cells behave abnormally. • Show you care about others by urging them to avoid substances that damage cells in the body. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Our bodies are made up of many types of cells, with different functions. • These cells grow, reproduce, form tissue and body systems. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Unit Workbook • Role Play <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Written or Oral (skill) Quiz/Test/Exit Slip • Worksheets

	<ul style="list-style-type: none"> • These systems play vital roles in how bodies function. • The genetic material in cells is inherited from our parents. • We can inherit health issues genetically. • Cancer can be a result of our cells acting abnormally. • Avoiding substances like tobacco and alcohol can help prevent cell damage to oneself and others. 	
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Health Education	Grade 6
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	Unit 3: Nutrition	Pacing: 4 weeks (4 class periods)
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Essential Question	<ul style="list-style-type: none"> • What are dietary guidelines? • Why is it important to support those who are trying to change their health behaviors? • What ways can we evaluate our personal plan for nutrition and activity balance? • What are some things that can influence our eating habits? • What are some of the consequences of making decisions without considering nutritional information? • What are eating disorders and their health hazards? • What does it mean to set realistic eating practices and know their benefits?
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Standards	Knowledge/Skills	Evidence of Learning
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<p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p> <p>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</p> <p>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</p>	<p>Core Ideas: In this unit students will gain a better understanding of how to read food labels and the dietary guidelines for people their age to promote proper eating habits. They will learn that changing eating habits can be difficult and that eating habits can be influenced by many factors such as, mood, environment, culture, advertisements and more. Eating disorders are dangerous to the body and overall health. Establishing realistic eating goals can lead to positive and attainable results.</p> <p>Key Vocabulary: The Dietary Guidelines, saturated fats, unsaturated fats, cholesterol, calorie, energy balance, obesity, eating disorder, nutrient-dense, salmonella</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> • Describe the Dietary Guidelines. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Unit Workbook • Role Play <p>Summative/Benchmark Assessment(s):</p>
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	<ul style="list-style-type: none"> ● Support others in making healthy choices. ● Evaluate a personal plan for nutrition and activity balance. ● Identify influences affecting eating patterns. ● Predict the consequences of making decisions without considering nutritional information. ● Identify healthful and unhealthful reasons for eating. ● Predict the potential consequences of eating disorders. ● Assess personal eating practices and set a realistic personal goal to improve eating patterns. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● The Dietary Guidelines call for healthy eating patterns to promote wellness and decrease diet related chronic illness. ● Changing eating habits is challenging and requires support and understanding from others. ● Obesity and diabetes can result from a diet lacking in nutritional value. ● There are a number of influential factors that can lead to poor eating habits and eating disorders. ● Proper assessment and realistic goal setting can assist in improving eating habits. 	<ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet
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Health Education		Grade 6
	Unit 4: Community Health & Safety (Violence Prevention)	Pacing: 4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> ● What are some forms of safety hazards and the injuries that can result from them? ● What steps can we take to analyze risks that may cause us injury? ● What roles do kids play in encouraging or discouraging bullying? ● Who can we count on for support during times of emotional distress? ● What are some ways we can assertively practice safety skills when it comes to personal safety ? 	
Standards	Knowledge/Skills	Evidence of Learning
2.3.8.PS.1: Assess the degree of risk in a	Core Ideas:	Formative Assessments:

variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others.
2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe.
2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully.
2.3.8.PS.7: Evaluate the impact of technology and social media on relationships.

In this unit students will review common safety hazards that can result in injury or death. They will practice risk assessment to assist in making decisions that keep them safe. They will analyze how kids can play a role in bullying and stopping bullying and practicing empathy for victims of bullying. They will recognize how emotional distress affects many and the effectiveness of establishing a trust support system. Practicing personal safety skills can combat bullying and harassment.

Key Vocabulary:

Taboo, unintentional, assertive, reveal, unconscious, extensive, precautions, harassment, digital citizen, abduction

Student Learning Objective(s)

- Review different safety hazards and the injuries that might result.
- Analyzing risks before doing things that might injure you.
- Explain the roles kids play that encourage or discourage bullying.
- Demonstrate respect and empathy for others.
- Identify the importance of communication in terms of dealing with certain emotions.
- Practice child safety skills to use in situations endangering personal safety.

Unit Enduring Understandings:

- Assessing risky situations and potential hazards is important to overall safety.
- Practicing safety procedures helps prevent injury.
- Bullying affects everyone involved, even witnesses.
- Assertively confronting this behavior in oneself and others or alerting a trusted adult of bullying are necessary actions.
- Open communication and developing a trusted support system is beneficial in handling emotional distress.
- Practicing effective child safety rules are effective in dealing with threats to personal safety.

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Unit Workbook
- Role Play
- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

Health Education

Grade 6

Unit 5: Self-worth Mental & Emotional Health

4 weeks (4 class periods)

Essential Question

- What is stress and how can it affect your body?
- How can identifying how our body reacts to stress help us to manage it?
- Why is it important to identify different sources of stress and how they affect you?
- What are some effective methods in handling negative stress?
- How does stress affect communities?
- What can we do to help minimize stress in our community?

Standards

Knowledge/Skills

Evidence of Learning

2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).

2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health. emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).

2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

Core Ideas:

In this unit students will learn what stress is, different sources of stress, how it can affect our health and effective ways to manage stress. There are positive and negative forms of stress. Learning how to recognize sources of stress and how they affect our bodies is beneficial to managing stress. Utilizing different methods to cope with stress are beneficial to the body and emotional health. Communities can be affected by negative stress. We have an obligation in lowering stress levels in our community.

Key Vocabulary:

Adrenaline, depression, gastritis, communicate, stressor, environment, stress, fight or flight response, long term stress, stomach ulcer

Student Learning Objective(s)

- Define *stress* and explain the ways it can help or hurt your body.
- Practice becoming aware of symptoms of stress in yourself and others.
- Analyze various sources of stress to discover the root cause.
- Create a stress management plan to reduce negative stress (include goal setting, problem solving, seeking resources for help, refusal skills, assertiveness, and conflict resolution).
- Explain how stress can be felt throughout a community.

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Unit Workbook
- Role Play

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

	<ul style="list-style-type: none"> Responsible and respectful behavior can contribute to lowering stress in the community. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> There are different forms of stress. Analyzing different stressors and their origin can help with coping. Exploring how stress affects our body is essential to managing stress. Establishing a plan or methods to cope with stress benefits both mind and body. There are many sources of stress to our community. Following the rules of our community and respecting the rights of others can lower stress in the community. 	
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Health Education		Grade 6
	Unit 6: Substance Abuse and Prevention	Pacing: 4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> What is physical and psychological addiction? What are the effects of addiction to behaviors and substances? What are common internal and external pressures that adolescents face and ways to cope with these pressures? How can positive values help to resist the pressure to experiment with drugs? What kind of resources are available to individuals, families and communities to help with addiction? How does self respect and building self esteem play in avoiding drug experimentation? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.</p> <p>2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</p> <p>2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and</p>	<p>Core Ideas:</p> <p>In this unit students will learn more about the effects of addiction both physically and mentally. The effects of different drugs on behavior and their effects on the body. The different types of pressures young people face to try drugs and ways to handle them. The benefits that having positive values and attitudes towards yourself can have when making decisions that affect your health. Those who struggle with addiction are not bad people and there are many resources and supports to assist in fighting addiction.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Active (teacher- directed) participation Teacher Observation/ Feedback Peer Evaluation Self Evaluation Class Discussion

risk for sexual assault and abuse.

2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.

2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.

2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.

2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.

2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.

2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.

2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Key Vocabulary:

Physical addiction, withdraw, emphysema, cirrhosis, depressant, stimulant, hallucinogens, hepatitis, carcinogens, opioids

Student Learning Objective(s)

- Define physical and psychological addiction and describe the effects of addiction to various behaviors and substances.
- Identify external and internal pressures that are common in adolescence and ways to cope with these pressures.
- Demonstrate how positive values can help you resist pressures to experiment with drugs.
- Practice ways to cope with pressure to experiment with drugs, alcohol and other substances.
- Explain the need for help with alcohol and drug addiction as well as problems that could lead to addiction and identify appropriate resources.
- Identify reasons for drug experimentation and describe what can be done to build self-esteem.

Unit Enduring Understandings:

- Addiction to substances like drugs and alcohol can be both physical and psychological.
- Addiction affects the individual, their family, relationships and community.
- There are numerous pressures to try drugs. Preparation in confronting these situations is beneficial.
- There are many positives to maintaining a drug-free lifestyle.
- Maintaining positive self-image and value can assist in the temptation to try drugs.
- There are various support systems available in the community to help with addiction, or those affected by addiction.

- Unit Workbook
- Role Play

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

Unit 7: Disease and Illness Prevention

4 weeks (4 class periods)

Essential Question

- What is the difference between infectious and noninfectious diseases?
- What are the universal protections to prevent disease?
- What are the effects of HIV on the Immune System?
- How can refusal skills help in risky situations that could cause injury or spread disease?
- Why is it important to have a trusted support person or group?

Standards

Knowledge/Skills

Evidence of Learning

2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime.
 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.
 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
 2.3.8.HCDM.6: Explain how the immune system fights disease.

Core Ideas:
 In this unit students will learn about infectious and noninfectious diseases. How some of these diseases can spread and protective measures to keep from getting infected. The effects of these diseases on the body and how to avoid risky choices by utilizing refusal skills or relying on trusted people.
Key Vocabulary:
 AIDS, Covid-19, immune system, microorganism, virus, blood transfusion, antibodies, abstinence, contaminate
Student Learning Objective(s):

- Explain the difference between infectious and noninfectious diseases.
- Understand the importance of preventing the spread of infectious diseases.
- Understand the universal precautions that can prevent disease.
- Describe how HIV destroys the immune system and makes the patient susceptible to many diseases.
- Show how being responsible can prevent you from being harmed or causing harm to someone else.
- Practice refusal skills in risky situations that could cause injury or transmission of disease.
- Identify those whom you can turn to for help in different situations.

Unit Enduring Understandings:

- There are a number of serious noninfectious and infectious diseases.

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Unit Workbook
- Role Play

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

<p>2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.</p>	<ul style="list-style-type: none"> • These diseases affect the body in many ways. • The components of blood and how HIV affects the immune system. • Knowing protective measures to prevent the spread of infectious disease benefits oneself and their community. • Practicing refusal skills and responsible behaviors will help when risky pressures arise. • Developing trusted relationships helps with communicating about difficult situations. 	
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Health Education		Grade 6
	Unit 8: Environmental and Consumer Health	Pacing: 4 weeks (4 class periods)
<p>Essential Question</p>	<ul style="list-style-type: none"> • What does environment mean? • What are some components of a healthy environment? • What are the differences between a healthy and unhealthy environment? • What are some ways that environments can become polluted? • What are some of the consequences of pollution? • What can individuals and communities do to prevent pollution? • Why is a safe community a part of a healthy environment? • How can community resources help to provide safe and healthy environments ? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</p> <p>2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment</p>	<p>Core Ideas: In this unit students will learn about the many facets of an environment. The differences between healthy and unhealthy environments. Examples of pollution and its effect on the environment. Reasons why an environment is unsafe. Responsible behaviors and resources that can make environments healthy and safe.</p> <p>Key Vocabulary: Active transportation, acid rain, illegal dumping, noise pollution, solid waste, sanitary landfill, resource recovery, ozone layer, chlorofluorocarbons, sustainable</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> • Define the word <i>environment</i> and identify the 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Unit Workbook • Class Discussion • Role Play

<p>resources.</p> <p>2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</p> <p>2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</p> <p>2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</p> <p>2.1.8.PP.5: Identify resources to assist with parenting.</p>	<p>components of a healthful environment.</p> <ul style="list-style-type: none"> • Describe ways in which the environment can be polluted. • Compare and contrast healthful and unhealthy environments. • Explain behaviors which show respect and responsibility in preventing pollution and cleaning up pollution. • The consequences of not cleaning up the environment or not having laws to protect the environment. • Identify the values needed to produce a safe community. • Explain how community resources work together to provide a safe and healthful environment. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The definition of environment and understanding the many factors of an environment. • Maintaining a healthy and safe environment requires a full community effort. • Pollution, drugs, crime and emotionally stressed community members are some results of unhealthy and unsafe environments. • It takes a community effort to maintain a healthy environment. • Establishing laws and community resources that work to protect the environment benefits health. 	<p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Written or Oral (skill) Quiz/Test/Exit Slip • Worksheet
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Health Education		Grade 6
	Unit 9: Growth and Development	Pacing: 4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> • What are the physical changes that occur during puberty? • Why might adolescents be embarrassed to discuss these physical changes? • What are the stages of growth from fertilization to birth? • Why is it important for mothers to care for themselves during pregnancy? • What is emotional maturity? • What are some decision making skills that assist with making age appropriate choices? • What are the characteristics of a meaningful friendship? 	

Standards	Knowledge/Skills	Evidence of Learning
<p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</p> <p>2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</p> <p>2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</p> <p>2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</p> <p>2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</p> <p>2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</p> <p>2.1.8.PP.5: Identify resources to assist with parenting.</p>	<p>Core Ideas: In this unit students will review the physical changes to the body during puberty and how these changes may be an uncomfortable topic for adolescents. They will learn about the stages of growth and development of a human during pregnancy. The importance to mother and child for the mother to make healthy decisions during pregnancy. They will review the values of friendship, building strong relationships and what it means to be emotionally mature. Students will hone age appropriate decision making and refusal skills.</p> <p>Key Vocabulary: Eggs, sperm, semen, hormones, endocrine glands, ovaries, ovulation, Fallopian tubes, uterus, prostate, bladder, labia, menstrual period, cervix, vagina, penis, testicles, scrotum, vas deferens, erection, abstinence, fertilization or conception, embryo, fetus, umbilical cord, placenta, labor pains</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Describe the physical changes which happen to the body during puberty and why they happen. ● Analyze why adolescents might be embarrassed to discuss physical changes during puberty. ● Identify the stages of growth from fertilization to birth. ● Predict what might happen to a fetus if the mother did not care for herself during pregnancy. ● Define <i>emotional maturity</i>. ● Practice decision making skills to make choices regarding age-appropriate behavior. ● Describe a meaningful friendship. ● Show how important mutual respect is to you in a relationship. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Knowing the physical changes during puberty and why they happen can assist in being comfortable with these changes in your body. ● It is common for adolescents to feel uncomfortable to 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Active (teacher- directed) participation ● Teacher Observation/ Feedback ● Peer Evaluation ● Self Evaluation ● Class Discussion ● Unit Workbook <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet

	<p>discuss the changes that occur during puberty.</p> <ul style="list-style-type: none"> • The stages of growth from fertilization to birth. • Healthy decisions during pregnancy are important to mother and fetus. • Emotional maturity does not occur as the body matures. • Developing meaningful friendships and relationships based on mutual respect, common goals and beliefs is healthy. • Adolescents are not yet adults and should make decisions that are age appropriate and not unhealthy risks to their future. 	
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Health Education		Grade 6
	Unit 10: Physical Fitness	Pacing: 4 weeks (4 class periods)
Essential Question	<ul style="list-style-type: none"> • What are the benefits of exercise? • How can we demonstrate the importance of building strength and staying healthy ? • What are the components of fitness? • What are common injuries that occur during exercise? • What are the effects of steroids? • What can we do to avoid drugs that will damage our health and bodies? • What safety precautions can we take when playing sports? • Why are rules in sports important? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</p> <p>2.2.8.PF.5: Use evidence to predict how factors such as health status, body</p>	<p>Core Ideas: In this unit students will learn the components of physical fitness and the overall benefits of exercise. Students will discuss the importance of exercising properly to avoid injury. They will learn about the effects of steroids and the negative effects of drugs on the body and health. The importance of rules in sports and safety precautions in sports.</p> <p>Key Vocabulary: Pulled muscle, ligament, sprain, RICE, swimmer's ear concussion, fracture, dislocation, heat exhaustion, anabolic steroid.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Unit Workbook • Role Play

<p>composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</p> <p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p>	<p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> ● Describe the benefits of exercise. ● Analyze the components of physical fitness and a sense of responsibility regarding your health. ● Set goals and carry out a plan to get exercise to strengthen all parts of the body. ● Demonstrate the importance of exercising properly to avoid injury. ● Explain the effects of steroids. ● Evaluate the worth of having a healthy body against the risk of destroying your health with drugs. ● Identify appropriate safety gear for different sports and appropriate sports safety precautions. ● Analyze the importance of rules in sports. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Proper and safe diet and exercise are beneficial to overall health. ● Setting health and fitness goals can have lifelong benefits. ● Exercising properly can help avoid injuries. ● Anabolic steroids can damage the body in a number of ways when used improperly. ● Drug use of any kind puts your overall health at risk. ● The use of safety precautions during sports and the proper safety equipment minimizes risk of injury. ● The rules of any sport serve to promote safety as well as direction. 	<p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> ● Written or Oral (skill) Quiz/Test/Exit Slip ● Worksheet
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Appendix A	Core Instructional & Supplemental Materials	Grade 6
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Core Instructional Materials:
The Great Body Shop <https://www.thegreatbodyshop.net/> , Great Body Shop Unit Workbooks and worksheets, BrainPop <https://www.brainpop.com/> , Brain Pop Jr. - <https://jr.brainpop.com/login/> , Mystery Science - <https://mysteryscience.com/home> , PBS Kids - <https://pbskids.org/> , Kids Health - <https://kidshealth.org/> , Mystery Science - <https://mysteryscience.com/home> , PBS Kids - <https://pbskids.org/> , My Plate - <https://www.myplate.gov/> , Kids Health - <https://kidshealth.org/> , Promethean Board, computer/ChromeBooks, wireless speaker, smart phone, whiteboard, visual aids, pen\pencil\markers, clipboards, paper,

Supplemental Materials: Sworkit Health <https://sworkit.com/> , Collaborative Physical Education Communities found on YouTube, FaceBook, X

(aka- Twitter), Amaze Jr., www.drugfreeworld.org , and Kahoot.

Appendix B	Technology Integration (Computer Science and Design Thinking)	Grade 6
Standards		
<p>Career Readiness, Life Literacies, and Key Skills</p> <p>9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>Technology Literacy (9.4)/ Computer Science and Design Thinking</p> <p>8.1.5.AP.4 Break down problems into smaller, manageable sub-problems to facilitate program development.</p> <p>Intercultural Statements (Amistad, Holocaust, LGBT, SEL)</p> <p>Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.</p> <p>Interdisciplinary Connection</p> <p>6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.</p>	<p>CORE IDEAS:</p> <p>Individuals develop and follow directions as part of daily life</p> <p>Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.</p> <p>People work together to develop programs for a purpose, such as expressing ideas or addressing problems.</p> <p>Societal needs and wants determine which new tools are developed to address real-world problems.</p> <p>A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.</p> <p>Technology innovation and improvement may be influenced by a variety of factors.</p> <p>Use web based software such as The Great Body Shop and Kahoot to challenge learned skills. These programs allow students to create mentally and physically challenging tasks.</p> <p>Collaborative vehicles such as YouTube, Facebook and X help to spread creative and current physical and mental challenges to all students.</p>	

<p>8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.</p> <p>8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.</p>	
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Appendix C	Career Education Integration	Grade 6
Standards		
<p>9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements</p>	<p>The career education standards addressed in the health education curriculum outline the importance of being knowledgeable about one’s interests and talents, and being well informed about postsecondary career options, planning, and career requirements.</p> <p>CORE IDEAS:</p> <ul style="list-style-type: none"> ● An individual’s passions, aptitude and skills can affect his/her employment and earning potential. ● Income and benefits can vary depending on the employer and type of job/career. ● Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. ● The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. ● Different types of jobs require different knowledge and skills. ● An individual’s passions, aptitude and skills can affect his/her employment and earning potential. 	

The health education curriculum is structured to allow for the maximum crossover with other parts of the school curriculum to create a whole learning approach. It is a guiding principle of this curriculum that physical education can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited. Physical education can be used as a tool to teach curriculum, while at the same time using what is learned in other subjects. In addition, it can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

English Language Arts

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

Mathematics

4.NF.A.1: Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.A.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)

5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

SOCIAL STUDIES

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Visual and Performing Arts

1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.

1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

Appendix D	Modification and Accommodations	Grade 6
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Lebanon Borough School Health and Physical Education program strives to attend to the needs of all students. We realize that every child is different in the way they learn. Our department works to make any and every accommodation and modification necessary to afford challenge and success. This includes but is not limited to, simplifying directions, supplying visual aides, supplying instant, simple and descriptive feedback. Offering more opportunity to practice, and sequencing instruction from simple to complex. We also supply different sized equipment to accommodate smaller children, children with special needs and students accessed at a lower proficiency. Targets will be moved closer or farther away to accommodate the proficiency of all children. Assessments will be modified to fit the proficiency of all students. Student aids are encouraged to recommend modifications that may benefit students such as, sitting students where they learn best or taking assessments in a preferred setting.

Grades 6 Physical Education Pacing Guide *Students PE instruction 2 periods per week.*		
Trimester 1 (September - December)	Trimester 2 (January - March)	Trimester 3 (April - June)
Unit 1: Fitness Components (4 weeks) Unit 2: Catching and Throwing Cues, Games and Activities (8 weeks total) Unit 3: Hand Striking (4 weeks)	Unit 4: Striking with an Implement (8 weeks) Unit 5: Basketball (4 weeks) Unit 6: Soccer & Foot Striking Games & Activities (4 weeks)	Unit 7: Jump Rope, Hula Hoop & Cooperation Games (4 weeks) Unit 8: Frisbee Games and Activities (4 weeks) Unit 9: Field Day Activities (2-3 weeks)

Physical Education		Grade 6
	Unit 1: Fitness and Spatial Awareness	Pacing: 4 weeks (8 class periods)
Essential Question(s)	<ul style="list-style-type: none"> Why is physical education important in school? Can I become physically fit/ healthy from the activities presented in physical education 	

	<p>class?</p> <ul style="list-style-type: none"> • Can physical education activities support my social and emotional growth and development? • In what ways can sportsmanship improve my communication and leadership skills? • Is teamwork important for other areas of my life? • Can identifying and developing strategies increase my critical thinking and decision-making? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions</p>	<p>Core Ideas: In this unit students will be introduced to age-appropriate fitness concepts, a variety of motor and non-motor movements, the importance of spatial awareness for their safety and others and the benefits of lifelong fitness. Students will learn how to execute a variety of movements and physical exercises individually and in a group/team setting. Students will apply their knowledge in a variety of games and activities individually and with others.</p> <p>Key Vocabulary: Fitness, healthy lifestyle, activity, personal space, locomotor and non locomotor movements, such as, squats, jumping jacks, running, jogging, lunges, skip, gallop, marching, slide, side slide, crawl, bear crawl, yoga, windmill stretch, pushups, crunches, etc.</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> • Personal Fitness • Fitness Components (Flexibility, Balance, Muscular Strength, Muscular Endurance, Cardiovascular Endurance, Body Composition) • Teamwork • Sportsmanship • Leadership <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Written or Oral (skill) Quiz/Test/Exit Slip • Worksheet

<p>during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>	<p>dance, sports, and recreational activities.</p> <ul style="list-style-type: none"> • The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. • Exploring wellness components provide a foundational experience of physical movement activities • Feedback impacts and improves the learning of movement skills and concepts. • Teamwork consists of effective communication and respect among class and team members. • Physical fitness is beneficial to one's mental health. 	
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Physical Education		Grade 6
	Unit 2: Catching and Throwing	Pacing: 8 weeks (16 class periods)
Essential Question	<ul style="list-style-type: none"> • Why is it important to learn how to catch and throw? • What are the proper techniques for throwing and catching an object? • How do applied motor skills assist in building hand eye coordination? • What concepts, principles, strategies and tactics are used in physical activities? 	
Standards	Knowledge/Skills	Evidence of Learning
2.2.8.MSC.1: Explain and demonstrate the	Core Ideas:	Formative Assessments:

transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can

In this unit students will be introduced to the basic cues used to catch and throw an object. Learning how to properly catch and throw is an important life skill. Learning how to catch and throw aids in the development of an individual's hand eye coordination. The movements required to successfully execute these skills are essential to safety and success. Teamwork, sportsmanship and strategy help to develop communication and strengthen social ties.

Key Vocabulary:

Hand eye coordination, Tic, tock, step and rock, eye on the ball/object, hands together, fingers up, fingers down, hands to the object, follow through, rolling, bowling, juggling

Teacher Note: This age group will mostly practice underhand throwing. Overhand throwing may be practiced in the second grade at the end of the unit if a student/s shows a higher proficiency.

Student Learning Objective(s)

- Execution underhand toss and catching cues.
- Demonstration of teamwork and sportsmanship skills.
- Development or advancement of hand-eye coordination.

Unit Enduring Understandings:

- The practice of these skills help in the development of hand-eye coordination.
- Proper practice of teamwork and sportsmanship is beneficial to social and emotional development.
- There are many games, activities, sports and parts of everyday life that require the ability to catch and throw.

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Performance Level

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

<p>enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>		
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Physical Education	Grades 6
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	Unit 3: Hand Striking	Pacing: 4 weeks (8 class periods)
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Essential Question	<ul style="list-style-type: none"> What games or activities involve hand striking? How does hand striking benefit an individual? What movements and body parts are involved in striking an object with your hand or hands? Do hand striking games and activities increase overall physical fitness? Do hand striking games or activities challenge my brain as well as my body?
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Standards	Knowledge/Skills	Evidence of Learning
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<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music,</p>	<p>Core Ideas: In this unit students will be introduced to different games and activities that involve hand striking such as, volleyball, and gaga ball. Learning the proper form to execute a hand strike on a ball or balloon at different heights promotes success and challenges an individual's hand-eye coordination and lateral movement. Learning about the parts of the hand increases knowledge of human anatomy.</p> <p>Key Vocabulary: Striking, overhand strike, underhand strike, bump, palm, fingers, index finger, etc., eyes on the object, step and strike, communication, rotation, teamwork, sportsmanship.</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Active (teacher- directed) participation Teacher Observation/ Feedback Peer Evaluation Self Evaluation Class Discussion Performance Level
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and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening,

Student Learning Objective(s)

- The performance of locomotor movements.
- Execution overhand and underhand striking techniques.
Formulation of successful strategies during play.
- Demonstration teamwork, leadership and sportsmanship.
- Continued development of hand-eye coordination.

Unit Enduring Understandings:

- The practice of this skill helps in the development of hand-eye coordination.
- Proper practice of teamwork and sportsmanship is beneficial to social and emotional development.
- Hand striking games, activities and sports are fun challenges that are beneficial to overall physical health and abilities.

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

endurance-fitness activities) using technology and cross-training, and lifetime activities.		
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Physical Education	Grade 6
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	Unit 4: Striking with an Implement	Pacing: 8 weeks (8 class periods)
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Essential Question	<ul style="list-style-type: none"> • What does striking with an implement entail? • What sports, games or activities involve striking with an implement? • How does striking with an implement benefit individuals physically?
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Standards	Knowledge/Skills	Evidence of Learning
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<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive,</p>	<p>Core Ideas: In this unit students will learn the proper and safe way to hold, and strike an object with an implement. They will learn the sports, games and activities that involve striking with an implement. Continued focus on hand-eye coordination as well as the generation of force required by the movement of the lower body will be reinforced. Students will learn the physical benefits of these games, sports and activities and the importance of perseverance when challenges arise.</p> <p>Key Vocabulary: Implement (ex. Baseball bat, tennis racket, hockey stick, pool noodle, etc.), force, low follow through</p> <p>Student Learning Objective(s):</p> <ul style="list-style-type: none"> • Demonstrate movements needed to move an object with an implement. • Safely execute proper techniques needed when striking with a rigid implement • Acknowledge or share their strengths and challenges • Recognize how positive communication can generate success <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Practicing this skill requires specific movements and focus. • Safe play is essential, especially when playing with 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Written or Oral (skill) Quiz/Test/Exit Slip • Worksheet
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<p>and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>	<p>implements.</p> <ul style="list-style-type: none"> • Positive reinforcement of others promotes success and builds comradery. 	
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Physical Education		Grade 6
	Unit 5: Basketball	Pacing: 4 weeks (8 classes)
Essential Question	<ul style="list-style-type: none"> • What are the physical benefits of playing basketball ? • What applied motor skills are used in basketball? • Why is dribbling essential to playing basketball? 	
Standards	Knowledge/Skills	Evidence of Learning

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for

Core Ideas:

In this unit students will learn movements and terminology to describe movements and responsibilities needed to play basketball. Students will practice applying different amounts of force when handling the basketball when dribbling, passing and shooting it. Students will continue to demonstrate positive social behaviors while participating in drills, activities and games. Playing basketball is beneficial for physical fitness.

Key Vocabulary:

Dribble, pass, bounce pass, chest pass, overhead pass, jump shot, layup, foul, violation, offense, defense

Student Learning Objective(s)

- Recognize the positive effects on their fitness levels by participating in this sport.
- Execution of dribbling, passing and shooting cues.
- Demonstration of offensive and defensive roles
- Acknowledgement of different motor movements involved in playing basketball.
- Displaying positive teamwork and sportsmanship behaviors leads to positive social interactions.
- Execution of basic locomotor movements are used in basketball.

Unit Enduring Understandings:

- Basketball involves a number of motor movements.
- Participation in this sport will increase fitness levels.
- Team sports can lead to positive social experiences.

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Performance Level

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

<p>self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>		
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Physical Education		Grade 6
	Unit 6: Soccer, Foot Striking Games & Activities	Pacing: 4 weeks (8 classes)
<p>Essential Question</p>	<ul style="list-style-type: none"> • What are the physical fitness benefits of playing soccer ? • What applied motor skills are used to strike an object with your foot? • What concepts, principles, strategies and tactics are used in physical activities? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music,</p>	<p>Core Ideas: In this unit students will learn movements and terminology to describe movements and responsibilities needed to play soccer. Students will practice applying different amounts of force when dribbling, passing and striking a soccer ball and other objects. Students will continue to demonstrate positive social behaviors while participating in drills, activities and games. Playing soccer and other foot striking games and activities is beneficial for physical fitness.</p> <p>Key Vocabulary: Foot dribble, goal, step and kick, goaltender, handball</p> <p>Student Learning Objective(s)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Performance Level

and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening,

- Recognize the positive effects on their fitness levels by participating in this sport.
- Execution of dribbling, passing and striking cues.
- Demonstration of offensive and defensive roles
- Acknowledgement of different motor movements involved in playing soccer.
- Displaying positive teamwork and sportsmanship behaviors leads to positive social interactions.
- Acknowledgement of basic rules and roles of soccer.

Unit Enduring Understandings:

- Soccer involves a number of motor movements.
- Participation in this sport will increase fitness levels.
- Team sports can lead to positive social experiences.

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

endurance-fitness activities) using technology and cross-training, and lifetime activities.		
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Physical Education	Grade 6
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	Unit 7: Jump Rope, Hula Hoop & Team Building Games	Pacing: 4 weeks (8 classes)
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Essential Question	<ul style="list-style-type: none"> • What are the physical benefits from jumping rope and hula hooping? • What applied motor skills are used when jumping rope and hula hooping? • What are the physical and social benefits from participating in cooperative games and activities?
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Standards	Knowledge/Skills	Evidence of Learning
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<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p>	<p>Core Ideas: In this unit students will learn movements and physical mechanics used to jump rope and hula hoop. Students will discover the timing needed to consistently jump rope. Students will continue to demonstrate positive social behaviors while participating in drills, activities and games. Practicing these activities is beneficial to overall physical fitness and positive social interaction.</p> <p>Key Vocabulary: Swing rope, jump low, time jump, elbow in, spin the hoop, move hips in circle, bend knees, arms out,</p> <p>Student Learning Objective(s)</p> <ul style="list-style-type: none"> • Recognize the positive effects on overall fitness by participating in these activities. • Execution of jump rope and hula hoop cues. • Participation in team building activities. • Acknowledgement of different motor movements involved. • Displaying positive teamwork and sportsmanship behaviors leads to positive social interactions. • Execution of basic locomotor movements. <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Jump Rope and Hula hoop are life long activities that involve fitness concepts. • Participation in these activities will increase fitness 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Performance Level <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Written or Oral (skill) Quiz/Test/Exit Slip • Worksheet
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<p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>	<p>levels.</p> <ul style="list-style-type: none"> • Team building is beneficial to physical and mental health. 	
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Physical Education		Grade 6
	Unit 8: Frisbee Games & Activities	Pacing: 4 weeks (8 classes)
Essential Question	<ul style="list-style-type: none"> • What are the physical benefits of playing frisbee? • What applied motor skills are used when playing frisbee games? • What are the different types of frisbee games and activities? 	
Standards	Knowledge/Skills	Evidence of Learning

2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).

2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.

2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for

Core Ideas:

In this unit students will learn the proper movements and cues to properly toss and catch a frisbee. Students will identify the important positive effects that frisbee games can have on their overall physical fitness. Teamwork and companionship benefit overall mental health.

Key Vocabulary:

Hold frisbee flat, step, extend arm and release to target, pancake catch, gator catch, hands together, move to the frisbee

Student Learning Objective(s)

- Identify the positive effects on their fitness levels by participating in this activity.
- Execution tossing and catching cues.
- Recognizing different motor movements involved in playing throwing and catching a frisbee.
- Practicing positive teamwork and sportsmanship behaviors leads to positive social interactions.

Unit Enduring Understandings:

- Playing Frisbee involves a number of motor movements.
- Participation in this activity will increase fitness levels.
- Physical activity can lead to positive social experiences.

Formative Assessments:

- Active (teacher- directed) participation
- Teacher Observation/ Feedback
- Peer Evaluation
- Self Evaluation
- Class Discussion
- Performance Level

Summative/Benchmark Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

<p>self, peers, and family members that can enhance wellness.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</p>		
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Physical Education		Grade 6
	Unit 9: Field Day Games & Activities	Pacing: 2-3 weeks (4-6 classes)
Essential Question	<ul style="list-style-type: none"> • What are the field day activities played? • What applied motor skills are used in these activities? • Why is field day beneficial to overall physical and mental health? • What cues learned will be used in these games and activities? 	
Standards	Knowledge/Skills	Evidence of Learning
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music,</p>	<p>Core Ideas: In this unit students will participate in a number of team building activities that involve many locomotor movements. Students will be challenged to execute these movements. Students will continue to demonstrate positive social behaviors while participating in these activities and games. These activities are beneficial to both physical and mental fitness.</p> <p>Key Vocabulary: Tug of War, Potato Sack Race, Pass the Sponge, Skee Ball, Drip Drip Drench, Ball on Cone Relay Race, Wet Bottom Race, Leaky Cup Race, Parachute games</p> <p>Student Learning Objective(s)</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Active (teacher- directed) participation • Teacher Observation/ Feedback • Peer Evaluation • Self Evaluation • Class Discussion • Performance Level <p>Summative/Benchmark</p>

and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.

2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.

2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.

2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.

2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening,

- Execution of practiced motor movements during all activities,
- Demonstration of a positive attitude during all activities.
- Practicing strategy, teamwork and sportsmanship is a sign of leadership.

Unit Enduring Understandings:

- Most field day activities involve motor movement and challenge your physical abilities.
- Participation in these activities promotes positive social interaction.
- Team building activities are beneficial to fitness and mental capacity.

Assessment(s):

- Written or Oral (skill) Quiz/Test/Exit Slip
- Worksheet

endurance-fitness activities) using technology and cross-training, and lifetime activities.		
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Appendix A	Core Instructional & Supplemental Materials	Grades 6
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Core Instructional Materials:
 PE Central <http://www.pecentral.org/> , Shape America <https://www.shapeamerica.org/> , Shape NJ - <https://www.njahperd.org/new/> , Promethean Board, computer/ChromeBooks, wireless speaker, smart phone, whiteboard, visual aids, pen\pencil\markers, clipboards, paper, assorted sized foam balls, yarn balls, plastic balls, beach balls, rubber balls, tennis balls, ping pong balls, basketballs, footballs, volleyballs, soccer balls, balloons, pool noodles, tennis rackets, pickle-ball paddles, badminton rackets, hockey sticks, hand held hockey sticks, foam tipped sticks, plastic baseball bats, foam baseball bats, beanbags, juggling scarves, cornhole boards, large and small bins, adjustable tennis\volleyball nets, large bouncy balls, rainbow parachutes, balance beams, cushioned floor mats, agility ladders, bowling pins, frisbees, jump ropes, hula hoops, poly spots, cones, chalk, permanent markers, colored pinnies, yoga poly spots, numbered poly spots, folding tables, floor scooters, tug of war rope, floor tape, water, plastic cups, milk crates, water balloons, dice, fitness and yoga dice, playing cards, pull carts

Supplemental Materials: Sworkit Health <https://sworkit.com/> , Collaborative Physical Education Communities found on YouTube, FaceBook and X (aka- Twitter), The PE Specialist <https://www.thepespecialist.com/> , Kahoot <https://kahoot.com/> ,

Appendix B	Technology Integration (Computer Science and Design Thinking)	Grade 6
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Standards	
<p>Career Readiness, Life Literacies, and Key Skills</p> <p>9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>Technology Literacy (9.4)/ Computer Science and Design Thinking</p> <p>8.1.5.AP.4 Break down problems into smaller, manageable sub-problems to facilitate program development.</p>	<p>CORE IDEAS:</p> <p>Individuals develop and follow directions as part of daily life</p> <p>Complex tasks can be broken down into simpler instructions, some of which can be broken down even further.</p> <p>People work together to develop programs for a purpose, such as expressing ideas or addressing problems.</p> <p>Societal needs and wants determine which new tools are developed to address real-world problems.</p> <p>A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.</p> <p>Technology innovation and improvement may be influenced by a variety of factors.</p>

Intercultural Statements (Amistad, Holocaust, LGBT, SEL)

Demonstrate an awareness of the differences among individuals, groups and others' cultural backgrounds.

Interdisciplinary Connection

6.1.5. CivicsCM.3 Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

Use web based software such as Swotkit and Kahoot to challenge learned skills. These programs allow students to create mentally and physically challenging tasks. Collaborative vehicles such as PECentral, Facebook and X help to spread creative and current physical and mental challenges to all students.

Appendix C

Interdisciplinary Connections

Grade 6

The physical education curriculum is structured to allow for the maximum crossover with other parts of the school curriculum to create a whole learning approach. It is a guiding principle of this curriculum that physical education can and should be used as a way of approaching the study of every subject, and that it can do so without compromising those curricular goals to which it is uniquely suited. Physical education can be used as a tool to teach curriculum, while at the same time using what is learned in other subjects. In addition, it can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

English Language Arts

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

Mathematics

4.NF.A.1: Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

4.NF.A.2: Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole.

Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

5.NF.A.1: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)

5.NF.A.2: Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.

SOCIAL STUDIES

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Visual and Performing Arts

1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.

1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

Appendix D	Career Education Integration	Grades 3-5
Standards		
<p>9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</p> <p>9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</p> <p>9.2.5.CAP.2: Identify how you might like to earn an income.</p> <p>9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.</p> <p>9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements</p>	<p>The career education standards addressed in the music curriculum outline the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary career options, planning, and career requirements.</p> <p>CORE IDEAS:</p> <ul style="list-style-type: none"> ● An individual's passions, aptitude and skills can affect his/her employment and earning potential. ● Income and benefits can vary depending on the employer and type of job/career. ● Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk. ● The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills. ● Different types of jobs require different knowledge and skills. ● An individual's passions, aptitude and skills can affect his/her employment and earning potential. 	

Appendix E	Modification and Accommodations	Grades 6
<p>Lebanon Borough School Health and Physical Education program strives to attend to the needs of all students. We realize that every child is different in the way they learn. Our department works to make any and every accommodation and modification necessary to afford challenge and success. This includes but is not limited to, simplifying directions, supplying visual aides, supplying instant, simple and descriptive feedback. Offering more opportunity to practice, and sequencing instruction from simple to complex. We also supply different sized equipment to accommodate smaller children, children with special needs and students accessed at a lower proficiency. Targets will be moved closer or farther away to accommodate the proficiency of all children. Assessments will be modified to fit the proficiency of all students. Student aids are encouraged to recommend modifications that may benefit students such as, sitting students where they learn best or taking assessments in a preferred setting.</p>		

	MAT		HLTH &		WRLD	VIS & PERF	
	ELA	H	SCI	SS	PE	LANG	ARTS
SPECIAL EDUCATION	K-6	K-6	K-6	K-6	K-6	K-6	K-6
CONTENT/MATERIAL							
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide copy of class notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Adjust number of items student is expected to complete	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Allow extra time for task completion	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y
Use of calculator	N/A	Y	Y	Y	Y	Y	N/A
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
Access to electronic text (e.g. Downloaded books)	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD or read aloud computer software	Y	Y	Y	Y	Y	Y	Y
Modified homework assignments (modify content, modify amount, as appropriate)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ORGANIZATION							
Assistance with organization of planner/schedule	Y	Y	Y	Y	Y	Y	Y
Assistance with organization of materials/notebooks	Y	Y	Y	Y	Y	Y	Y
Use a consistent daily routine	Y	Y	Y	Y	Y	Y	Y
Assist student in setting short-term goals	Y	Y	Y	Y	Y	Y	Y

	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
SPECIAL EDUCATION							
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Provide benchmarks for long-term assignments and/or projects	Y	Y	Y	Y	Y	Y	Y
Use of checklists	Y	Y	Y	Y	Y	Y	Y
Use of an assignment notebook or planner	Y	Y	Y	Y	Y	Y	Y
Check homework on a daily basis	Y	Y	Y	Y	Y	Y	Y
Provide timelines for work completion	Y	Y	Y	Y	Y	Y	Y
Develop monthly calendars with assignment due dates marked	Y	Y	Y	Y	Y	Y	Y
Provide organizational support through teacher websites	Y	Y	Y	Y	Y	Y	Y
Enlarge work space areas	Y	Y	Y	Y	Y	Y	Y
Provide organizers/study guides	Y	Y	Y	Y	Y	Y	Y
Require classroom notebooks and/or folders	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
INSTRUCTION							
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Color code important information	Y	Y	Y	Y	Y	Y	Y
Simplify task directions	Y	Y	Y	Y	Y	Y	Y
Provide hands-on learning activities	Y	Y	Y	Y	Y	Y	Y
Provide modeling	Y	Y	Y	Y	Y	Y	Y
Provide guided instruction	Y	Y	Y	Y	Y	Y	Y
Modify pace of instruction to allow additional processing time	Y	Y	Y	Y	Y	Y	Y
Provide small group instruction	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Present information via the visual modality(written material to supplement oral explanation, models, illustrations, assignments written on board)	Y	Y	Y	Y	Y	Y
Provide outline in advance of lecture	Y	Y	Y	Y	Y	Y	Y
Demonstrate directions and provide a model or example of completed task	Y	Y	Y	Y	Y	Y	Y
Emphasize multi-sensory presentation of data	Y	Y	Y	Y	Y	Y	Y
Encourage use of mnemonic devices	Y	Y	Y	Y	Y	Y	Y
Provide oral as well as written instructions/directions	Y	Y	Y	Y	Y	Y	Y
Allow for repetition and/or clarification of directions, as needed	Y	Y	Y	Y	Y	Y	Y
Reinforce visual directions with verbal cues	Y	Y	Y	Y	Y	Y	Y
Give direct and uncomplicated directions	Y	Y	Y	Y	Y	Y	Y
Orient to task and provide support to complete task	Y	Y	Y	Y	Y	Y	Y
Provide easier tasks first	Y	Y	Y	Y	Y	Y	Y
Help to develop metacognitive skills (self-talk and self-correction)	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified or reworded	Y	Y	Y	Y	Y	Y	Y
Have student demonstrate understanding of instructions/task before beginning assignment	Y	Y	Y	Y	Y	Y	Y
Allow wait time for processing before calling on student for response	Y	Y	Y	Y	Y	Y	Y
Read directions aloud	Y	Y	Y	Y	Y	Y	Y
Administer work in small segments	Y	Y	Y	Y	Y	Y	Y
Provide visual models of completed tasks	Y	Y	Y	Y	Y	Y	Y
Give verbal as well as written directions	Y	Y	Y	Y	Y	Y	Y
Use interests to increase motivation	Y	Y	Y	Y	Y	Y	Y

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Use marker (e.g. index card, ruler) for visual tracking	Y	Y	Y	Y	Y	Y
Enlarge print	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ASSESSMENT							
Modified grading	Y	Y	Y	Y	Y	Y	Y
Additional time to complete classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Announce test with adequate prep time	Y	Y	Y	Y	Y	Y	Y
Small group administration of classroom tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Provide larger white work space on quizzes and tests, particularly in math	Y	Y	Y	Y	Y	Y	Y
Modified tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify the number of choices on tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Modify length of test	Y	Y	Y	Y	Y	Y	Y
Modify the content of tests/quizzes	Y	Y	Y	Y	Y	Y	Y
Adjust test format to student's ability level	Y	Y	Y	Y	Y	Y	Y
Provide manipulative examples	Y	Y	Y	Y	Y	Y	Y
Develop charts, visual outlines, diagrams, etc.	Y	Y	Y	Y	Y	Y	Y
Verbally guide student through task steps	Y	Y	Y	Y	Y	Y	Y
Allow for oral rather than written responses on tests	Y	Y	Y	Y	Y	Y	Y
Allow for oral follow-up for student to expand on written response	Y	Y	Y	Y	Y	Y	Y
Allow use of a computer	Y	Y	Y	Y	Y	Y	Y
Provide a word bank for fill-in-the blank tests	Y	Y	Y	Y	Y	Y	Y
Allow dictated responses in lieu of written responses	Y	Y	Y	Y	Y	Y	Y
Do not penalize for spelling errors	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y

	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
SPECIAL EDUCATION							
Allow student to circle responses directly on test rather than use Scantron	Y	Y	Y	Y	Y	Y	Y
Provide word banks for recall tests	Y	Y	Y	Y	Y	Y	Y
Read test aloud	Y	Y	Y	Y	Y	Y	Y
Allow student to make test corrections for credit	Y	Y	Y	Y	Y	Y	Y
Mark answers in test booklet	Y	Y	Y	Y	Y	Y	Y
Point to response	Y	Y	Y	Y	Y	Y	Y
Alternate test-taking site	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
WRITTEN LANGUAGE							

SPECIAL EDUCATION	ELA	MAT H	SCI	SS	HLTH & PE	WRLD LANG	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Include brainstorming as a pre-writing activity	Y	Y	Y	Y	Y	Y
Edit written work with teacher guidance	Y	Y	Y	Y	Y	Y	Y
Allow use of word processor	Y	Y	Y	Y	Y	Y	Y
Use graphic organizers	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
SOCIAL/BEHAVIORAL							
Discuss behavioral issues privately with student	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for peer interactions	Y	Y	Y	Y	Y	Y	Y
Utilize student in development of tasks/goals	Y	Y	Y	Y	Y	Y	Y
Encourage student to self-advocate	Y	Y	Y	Y	Y	Y	Y
Minimize negative behavior	Y	Y	Y	Y	Y	Y	Y
Present alternatives to negative behavior	Y	Y	Y	Y	Y	Y	Y
Establish positive scripts	Y	Y	Y	Y	Y	Y	Y
Desensitize student to anxiety causing events	Y	Y	Y	Y	Y	Y	Y
Monitor for overload, excess stimuli	Y	Y	Y	Y	Y	Y	Y
Identify triggers	Y	Y	Y	Y	Y	Y	Y
Help student manage antecedents	Y	Y	Y	Y	Y	Y	Y
Develop signal for when break is needed	Y	Y	Y	Y	Y	Y	Y
Give student choices to allow control	Y	Y	Y	Y	Y	Y	Y
Provide positive reinforcement	Y	Y	Y	Y	Y	Y	Y
Provide consistent praise to elevate self-esteem	Y	Y	Y	Y	Y	Y	Y
Model and role play problem solving	Y	Y	Y	Y	Y	Y	Y
Provide counseling	Y	Y	Y	Y	Y	Y	Y
Use social skills group to teach skills and provide feedback	Y	Y	Y	Y	Y	Y	Y

	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
ENGLISH LANGUAGE LEARNERS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
GRADING							
Standard Grades vs Pass/Fail	Y	Y	Y	Y	Y	Y	Y
CONTINUUM OF ENGLISH LANGUAGE DEVELOPMENT							
PreK-K WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 1-2 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 3-5 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
Grades 6-8 WIDA CAN DO Descriptors	Y	Y	Y	Y	Y	Y	Y
SIOP COMPONENTS AND FEATURES							
PREPARATION							
Write content objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Write language objectives clearly for students	Y	Y	Y	Y	Y	Y	Y
Choose content concepts appropriate for age and educational background levels of students	Y	Y	Y	Y	Y	Y	Y
Identify supplementary materials to use	Y	Y	Y	Y	Y	Y	Y
Adapt content to all levels of students proficiency	Y	Y	Y	Y	Y	Y	Y
Plan meaningful activities that integrate lesson concepts with language practices opportunities for reading, writing, listening, and/or speaking	Y	Y	Y	Y	Y	Y	Y
BUILDING BACKGROUND							
Explicitly link concepts to students' backgrounds and experiences	Y	Y	Y	Y	Y	Y	Y
Explicitly link past learning and new concepts	Y	Y	Y	Y	Y	Y	Y
Emphasize key vocabulary for students	Y	Y	Y	Y	Y	Y	Y

	MAT		SS		WRLD	HLTH &	VIS & PERF
	ELA	H	SCI	SS	LANG	PE	ARTS
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Y	Y	Y	Y	Y	Y	Y
COMPREHENSIBLE INPUT							
Use speech appropriate for students' proficiency level	Y	Y	Y	Y	Y	Y	Y
Explain academics tasks clearly	Y	Y	Y	Y	Y	Y	Y
Use a variety of techniques to make content concepts clear (e.g. modeling, visuals, hands-on activities, demonstrations, gestures, body language)	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
STRATEGIES							
Provide ample opportunities for students to use strategies (e.g. problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)	Y	Y	Y	Y	Y	Y	Y
Use scaffolding techniques consistently throughout lesson	Y	Y	Y	Y	Y	Y	Y
Use a variety of question types including those that promote higher-order thinking skills throughout the lesson	Y	Y	Y	Y	Y	Y	Y
INTERACTION							
Provide frequent opportunities for interaction and discussion between teacher/students and among students about lessons concepts, and encourage elaborated responses	Y	Y	Y	Y	Y	Y	Y
Use group configurations that support language and content objectives of the lesson	Y	Y	Y	Y	Y	Y	Y
Provide sufficient wait time for student responses consistently	Y	Y	Y	Y	Y	Y	Y
Give ample opportunities for students to clarify key concepts in LI as needed with aide, peer, or LI text	Y	Y	Y	Y	Y	Y	Y

	MAT		SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	ELA	H					
<u>ENGLISH LANGUAGE LEARNERS</u>	K-6	K-6	K-6	K-6	K-6	K-6	K-6
PRACTICE/APPLICATION							
Provide hands-on materials and/ manipulatives for students to practice using new content knowledge	Y	Y	Y	Y	Y	Y	Y
Provide activities for students to apply content and language knowledge in the classroom	Y	Y	Y	Y	Y	Y	Y
Provide activities that integrate all language skills	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
LESSON DELIVERY							
Support content objectives clearly	Y	Y	Y	Y	Y	Y	Y
Support language objectives clearly	Y	Y	Y	Y	Y	Y	Y
Engage students approximately 90-100% of the period	Y	Y	Y	Y	Y	Y	Y
Pace the lesson appropriately to the students' ability level	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
REVIEW/EVALUATION							
Give a comprehensive review of key vocabulary	Y	Y	Y	Y	Y	Y	Y
Give a comprehensive review of key content concepts	Y	Y	Y	Y	Y	Y	Y
Provide feedback to students regularly on their output	Y	Y	Y	Y	Y	Y	Y
Conduct assessments of students comprehension and learning throughout lesson and all lesson objectives	Y	Y	Y	Y	Y	Y	Y

<u>STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)</u>	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
ACADEMICS							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Prompt before directions/questions are verbalized with visual cue between teacher and student	Y	Y	Y	Y	Y	Y	Y
Task list laminated and placed on desk for classroom routines and organization	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Sustained working time connected to reward (If/Then statement)	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y

<u>STUDENTS AT RISK OF SCHOOL FAILURE (I&RS Resource Manual)</u>	MAT				WRLD	HLTH &	VIS & PERF
	ELA	H	SCI	SS	LANG	PE	ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
SOCIAL/EMOTIONAL							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with social worker	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Counseling check-ins	Y	Y	Y	Y	Y	Y	Y
Praise whenever possible	Y	Y	Y	Y	Y	Y	Y
	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y

INSTRUCTION							
Grouping	Y	Y	Y	Y	Y	Y	Y
Independent Study	Y	Y	Y	Y	Y	Y	Y
Differentiated Conferencing	Y	Y	Y	Y	Y	Y	Y
Project-Based Learning	Y	Y	Y	Y	Y	Y	Y
Competitions	Y	Y	Y	Y	Y	Y	Y
Differentiated Instruction	Y	Y	Y	Y	Y	Y	Y
Summer Work	Y	Y	Y	Y	Y	Y	Y
Parent Communication	Y	Y	Y	Y	Y	Y	Y

	MAT		WRLD		HLTH &	VIS & PERF	
	ELA	H	SCI	SS	LANG	PE	ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
STUDENTS WITH 504 PLANS							
ACADEMICS							
Provide necessary services (Lit Support, Math Support, OT, PT, speech, etc.)	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Provide structure and positive reinforcements	Y	Y	Y	Y	Y	Y	Y
Frequently check for understanding	Y	Y	Y	Y	Y	Y	Y
Graphic organizers	Y	Y	Y	Y	Y	Y	Y
Tracker	Y	Y	Y	Y	Y	Y	Y
Slant board	Y	Y	Y	Y	Y	Y	Y
Access to accurate notes	Y	Y	Y	Y	Y	Y	Y
Provide enlarged copies of notes/textbooks	Y	Y	Y	Y	Y	Y	Y
Access to notes ahead of time	Y	Y	Y	Y	Y	Y	Y
Provide a print out of weekly assignments	Y	Y	Y	Y	Y	Y	Y
Additional time to complete tasks/long-term projects with adjusted due dates	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	MAT		WRLD		HLTH &	VIS & PERF	
	ELA	H	SCI	SS	LANG	PE	ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Limit number of items student is expected to learn at one time	Y	Y	Y	Y	Y	Y	Y
Break down tasks into manageable units	Y	Y	Y	Y	Y	Y	Y
Directions repeated, clarified, or reworded	Y	Y	Y	Y	Y	Y	Y
Frequent breaks during class	Y	Y	Y	Y	Y	Y	Y
Provide books on tape, CD, read aloud computer software, or electronic text	Y	Y	Y	Y	Y	Y	Y
Provide opportunities for using a Chromebook as well as assistive technologies	Y	Y	Y	Y	Y	Y	Y
Use of closed captioned videos/film/television	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Modify schedule	Y	Y	Y	Y	Y	Y	Y
Modify deadlines	Y	Y	Y	Y	Y	Y	Y
Adjust activity, length of assignment, and/or number of problems, including homework	Y	Y	Y	Y	Y	Y	Y
Modification in grading system	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Recommended use of Tutorial Center/Extra help from teachers	Y	Y	Y	Y	Y	Y	Y
Allow verbal rather than written responses	Y	Y	Y	Y	Y	Y	Y
Modify curriculum content based on student's ability level	Y	Y	Y	Y	Y	Y	Y
Reduce readability level of materials	Y	Y	Y	Y	Y	Y	Y
Allow typed rather than handwritten responses	Y	Y	Y	Y	Y	Y	Y

STUDENTS WITH 504 PLANS	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
	Use of calculator	N/A	Y	Y	Y	Y	Y
Use of a math grid	N/A	Y	Y	Y	Y	Y	N/A
ASSESSMENTS							
Utilize dictionary on assessments	Y	Y	Y	Y	Y	Y	Y
Use paper-based assessments or assignments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide oral assessments	Y	Y	Y	Y	Y	Y	Y
Permission to elaborate orally on written assessments	Y	Y	Y	Y	Y	Y	Y
Permit use of scrap paper on assessments	Y	Y	Y	Y	Y	Y	Y
Permit to write directly on assessments in lieu of using Scantron forms	Y	Y	Y	Y	Y	Y	Y
Option to retake assessments	Y	Y	Y	Y	Y	Y	Y
Provide a study guide	Y	Y	Y	Y	Y	Y	Y
Modify spatial layout of assessments	Y	Y	Y	Y	Y	Y	Y
SOCIAL/EMOTIONAL							
Children's books addressing presenting problem	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Meet with guidance counselor	Y	Y	Y	Y	Y	Y	Y
Student jots down presenting problem and erase when it goes away	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Utilize nurse/Health Office/counselor/SAC during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y

	MAT		SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	ELA	H					
STUDENTS WITH 504 PLANS	K-6	K-6	K-6	K-6	K-6	K-6	K-6
Provide short breaks	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Behavior management system	Y	Y	Y	Y	Y	Y	Y
ATTENTION/FOCUS							
Seat student near front of room	Y	Y	Y	Y	Y	Y	Y
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Monitor on-task performance	Y	Y	Y	Y	Y	Y	Y
Arrange private signal to cue student to off-task behavior	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
Stand in proximity to student to focus attention	Y	Y	Y	Y	Y	Y	Y
Provide short breaks when refocusing is needed	Y	Y	Y	Y	Y	Y	Y
Use study carrel	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y
Refocusing and redirection	Y	Y	Y	Y	Y	Y	Y
Behavior/time management system	Y	Y	Y	Y	Y	Y	Y
Group directions 1 step at a time	Y	Y	Y	Y	Y	Y	Y
Assign "jobs" to reduce symptoms	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout to limit distractions	Y	Y	Y	Y	Y	Y	Y
Frequently ask questions to engage student	Y	Y	Y	Y	Y	Y	Y

	MAT		SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	ELA	H					
	K-6	K-6					
STUDENTS WITH 504 PLANS							
Educate/train relevant staff with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Extended time on assignments/assessments	Y	Y	Y	Y	Y	Y	Y
Provide assessments in a small group setting	Y	Y	Y	Y	Y	Y	Y
Provide buddy system	Y	Y	Y	Y	Y	Y	Y
Establish and maintain eye contact when giving oral directions	Y	Y	Y	Y	Y	Y	Y
PHYSICAL							
Preferential seating	Y	Y	Y	Y	Y	Y	Y
Arrange physical layout	Y	Y	Y	Y	Y	Y	Y
Educate/train relevant personnel with regards to the signs/symptoms, promote tolerance of needs, and/or providing assistance	Y	Y	Y	Y	Y	Y	Y
Utilize nurse during episodes of presenting problem	Y	Y	Y	Y	Y	Y	Y
Attendance plan	Y	Y	Y	Y	Y	Y	Y
Communication with parents	Y	Y	Y	Y	Y	Y	Y
Use of alternative settings	Y	Y	Y	Y	Y	Y	Y
Excessive physical activities kept to a minimum	Y	Y	Y	Y	Y	Y	Y
Excused from activities that affect presenting issue	Y	Y	Y	Y	Y	Y	Y
Include in emergency plans of presenting issue	Y	Y	Y	Y	Y	Y	Y
Allow use of assistive devices	Y	Y	Y	Y	Y	Y	Y
Monitor presenting issue	Y	Y	Y	Y	Y	Y	Y

CAREER EDUCATION	ELA	MAT H	SCI	SS	WRLD LANG	HLTH & PE	VIS & PERF ARTS
	K-6	K-6	K-6	K-6	K-6	K-6	K-6
CRP1. Act as a responsible and contributing citizen and employee.	Y	Y	Y	Y	Y	Y	Y
CRP2. Apply appropriate academic and technical skills.	Y	Y	Y	Y	Y	Y	Y
CRP3. Attend to personal health and financial well-being.	Y	Y	Y	Y	Y	Y	Y
CRP4. Communicate clearly and effectively and with reason.	Y	Y	Y	Y	Y	Y	Y
CRP5. Consider the environmental, social and economic impacts of decisions.	Y	Y	Y	Y	Y	Y	Y
CRP6. Demonstrate creativity and innovation.	Y	Y	Y	Y	Y	Y	Y
CRP7. Employ valid and reliable research strategies.	Y	Y	Y	Y	Y	Y	Y
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.	Y	Y	Y	Y	Y	Y	Y
CRP9. Model integrity, ethical leadership and effective management.	Y	Y	Y	Y	Y	Y	Y
CRP10. Plan education and career paths aligned to personal goals.	Y	Y	Y	Y	Y	Y	Y
CRP11. Use technology to enhance productivity.	Y	Y	Y	Y	Y	Y	Y
CRP12. Work productively in teams while using cultural global competence.	Y	Y	Y	Y	Y	Y	Y