

# Verona Public School District Curriculum Overview

## Physical Education K-4



### **Curriculum Committee**

#### **Members:**

Alyssa Roshong  
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### **Curriculum Developed:**

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### **Verona Public Schools Mission Statement:**

The mission of the Verona Public Schools, the center of an engaged and supportive community, is to empower students to achieve their potential as active learners and productive citizens through rigorous curricula and meaningful, enriching experiences.

### **Course Description:**

The purpose of the Verona Elementary Schools' Health & Physical Education program is to develop the correlation between a healthy mind and a healthy body. We will help our students develop a positive attitude towards healthy living by utilizing and demonstrating the basic principles of physical fitness, muscular strength, endurance, flexibility, and cardiovascular development. Our program consists of units in which students will have the opportunity to learn skills needed to participate in lifelong activities such as personal fitness, team sports, and individual & dual sports. This coeducational program will provide our students with an understanding of strategies, tactics, and techniques to allow them to become competent in their activity and become a more sophisticated athletic spectator at Verona, collegiate, and professional sporting events. In addition, our program will help to develop important social and cooperative skills that are essential to the 21st Century Learner and can be carried on to their adult life to become productive citizens of our global society. The curriculum has been contoured to meet the New Jersey Core Curriculum Content Standards for Physical Education. The Verona Elementary Schools' program continues to integrate technology into the classroom to monitor the progress of each student. At the conclusion of our program, our students will have a better understanding of flexibility, strength, and cardiovascular activities that can be used to develop their own fitness plans.



**Standard 8: Technology Standards**

<p><b>8.1: Educational Technology:</b> <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i></p>	<p><b>8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming:</b> <i>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</i></p>
<ul style="list-style-type: none"> <li>A. Technology Operations and Concepts</li> <li>x B. Creativity and Innovation</li> <li>x C. Communication and Collaboration</li> <li>x D. Digital Citizenship</li> <li>E. Research and Information Fluency</li> <li>x F. Critical thinking, problem solving, and decision making</li> </ul>	<ul style="list-style-type: none"> <li>x A. The Nature of Technology: Creativity and Innovation</li> <li>B. Technology and Society</li> <li>x C. Design</li> <li>x D. Abilities for a Technological World</li> <li>E. Computational Thinking: Programming</li> </ul>

**SEL Competencies and Career Ready Practices**

<p><b>Social and Emotional Learning Core Competencies:</b> <i>These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities</i></p>	<p><b>Career Ready Practices:</b> <i>These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.</i></p>
<p><b>Self-awareness:</b> The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p>	<ul style="list-style-type: none"> <li>CRP2. Apply appropriate academic and technical skills.</li> <li>x CRP9. Model integrity, ethical leadership, and effective management.</li> <li>CRP10. Plan education and career paths aligned to personal goals.</li> </ul>
<p><b>Self-management:</b> The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p>	<ul style="list-style-type: none"> <li>x CRP3. Attend to personal health and financial well-being.</li> <li>x CRP6. Demonstrate creativity and innovation.</li> <li>x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>x CRP11. Use technology to enhance productivity.</li> </ul>
<p><b>Social awareness:</b> The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p>	<ul style="list-style-type: none"> <li>x CRP1. Act as a responsible and contributing citizen and employee.</li> <li>x CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>
<p><b>Relationship skills:</b> The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p>	<ul style="list-style-type: none"> <li>x CRP4. Communicate clearly and effectively and with reason.</li> <li>x CRP9. Model integrity, ethical leadership, and effective management.</li> <li>x CRP12. Work productively in teams while using cultural global competence.</li> </ul>
<p><b>Responsible decision making:</b> The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p>	<ul style="list-style-type: none"> <li>CRP5. Consider the environmental, social, and economic impact of decisions.</li> <li>x CRP7. Employ valid and reliable research strategies.</li> <li>x CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>CRP9. Model integrity, ethical leadership, and effective management.</li> </ul>



Standard 9: 21 <sup>st</sup> Century Life and Careers		
<p><b>9.1: Personal Financial Literacy:</b> <i>This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i></p>	<p><b>9.2: Career Awareness, Exploration &amp; Preparation:</b> <i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i></p>	<p><b>9.3: Career and Technical Education:</b> <i>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</i></p>
<ul style="list-style-type: none"> <li>x A. Income and Careers</li> <li>x B. Money Management</li> <li>x C. Credit and Debt Management</li> <li>x D. Planning, Saving, and Investing</li> <li>E. Becoming a Critical Consumer</li> <li>F. Civic Financial Responsibility</li> <li>G. Insuring and Protecting</li> </ul>	<ul style="list-style-type: none"> <li>A. Career Awareness (K-4)</li> <li>B. Career Exploration (5-8)</li> <li>x C. Career Preparation (9-12)</li> </ul>	<ul style="list-style-type: none"> <li>A. Agriculture, Food &amp; Natural Res.</li> <li>B. Architecture &amp; Construction</li> <li>C. Arts, A/V Technology &amp; Comm.</li> <li>D. Business Management &amp; Admin.</li> <li>E. Education &amp; Training</li> <li>F. Finance</li> <li>G. Government &amp; Public Admin.</li> <li>x H. Health Science</li> <li>I. Hospital &amp; Tourism</li> <li>J. Human Services</li> <li>K. Information Technology</li> <li>L. Law, Public, Safety, Corrections &amp; Security</li> <li>M. Manufacturing</li> <li>N. Marketing</li> <li>O. Science, Technology, Engineering &amp; Math</li> <li>P. Transportation, Distribution &amp; Log.</li> </ul>

Course Materials	
<p><b>Core Instructional Materials:</b> <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i></p>	<p><b>Differentiated Resources:</b> <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i></p>
<ul style="list-style-type: none"> <li>● NJ Student Learning Standards (NJSLS)</li> <li>● Board of Education approved materials and equipment that allows the students of Verona to learn the rules and strategies necessary to play team sports &amp; individual sports. Students will also use this equipment to learn lifelong fitness skills that can be applied to their own personal fitness plans both now and in the future.</li> </ul>	<ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● YouTube Channels</li> <li>● Student/Peer Assessment</li> <li>● Teacher Assessment-verbal, visual, written</li> <li>● Google Forms</li> <li>● Google Docs</li> <li>● Google Sheets</li> <li>● Grouping Strategies</li> <li>● Modified Games for Students with Special Needs</li> <li>● Modified Equipment for Students with Varying Skill Levels</li> <li>● Modified Games for Students of Varying Skill</li> <li>● Phone Apps</li> <li>● Goal Setting Worksheets</li> <li>● Student Surveys</li> </ul>



<b>Unit Title / Topic: Marine Corps Fitness/Monthly Fitness Days</b>	<b>Unit Duration: Three weeks during the fall, three weeks during the spring; Once per month</b>
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**Stage 1: Desired Results**

**Established Goals:**  
 2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.  
 2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.  
 2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal.  
 2.6.2.A.4 Each component of fitness contributes to personal health as well as motor skill performance.  
 2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.  
 2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.  
 2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicators.  
 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

**Transfer Goal:**  
 Students will be able to independently use their learning to take responsibility for one’s health and fitness by maintaining an active and healthy lifestyle through participation in physical fitness.

**Students will understand that:**

- Strength is needed to be able to perform certain activities as well as daily tasks
- Exercise helps to build confidence, improves lung and heart health, makes you feel better mentally and boosts the immune system.
- There are a variety of ways to get exercise to increase overall health.
- Each specific exercise targets different muscle groups and has a different purpose.
- Getting or staying fit is a lifelong process that takes effort and commitment.
- Fitness is important in maintaining a long healthy lifestyle
- Participation in Marine Corps Testing is beneficial in learning different ways to stay fit.

**Essential Questions:**

- How can I improve my overall fitness?
- Why is exercising so important?
- How can exercise help me mentally and physically?
- Why is it important to perform a variety of exercises?
- Why is it important to monitor progress and set goals?
- How can the Marine Corps Fitness provide a good self -assessment?
- Other than self- assessment, why is Marine Corps Fitness important?

**Students will know:**

- How to safely and correctly perform a push-up (regular and modified), a sit-up, a pull-up or flexed arm hang motion, a shuttle run, and broad jump.
- How to develop and maintain fitness levels including cardiovascular endurance, muscular endurance, and flexibility.
- How to perform a variety of exercises through various activities (activity bingo, fitness tag, fitness stations, etc.)

**Students will be able to:**

- Demonstrate mechanically correct form when performing strength and conditioning movements.
- Perform both upper and lower body exercises of varying intensity.
- Monitor their own progress and set fitness goals.

**Stage 2: Acceptable Evidence**

**Transfer Task**  
 Students will complete a series of fitness movements to improve muscular and cardiovascular strength & endurance.  
 Students will better understand movements that initiate a progression toward a healthy lifestyle.  
 Students will better understand how to support, lift, and control body weight in a variety of activities  
 Students will regularly participate in physical activity for the purpose of improving skillful performance and physical fitness





<b>Unit Title / Topic: Team Sports</b>		<b>Unit Duration: 21 Weeks (Soccer, Football, Basketball, Hockey, Volleyball, Baseball)</b>	
<b>Stage 1: Desired Results</b>			
<b>Established Goals:</b>			
<p><b>2.5 Motor Skill Development</b></p> <p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.4 Correct movement errors in response to feedback.</p> <p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.</p> <p>2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2.5.2.B.2 Explain the difference between offense and defense.</p> <p>2.5.2.B.3 Determine how attitude impacts physical performance.</p> <p>2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.</p> <p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p> <p>Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p> <p>2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.</p> <p>2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p> <p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p>2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.</p>			
<b>Transfer Goal:</b>			
<p>Students will be able to independently take responsibility for one’s health and fitness by maintaining an active and healthy lifestyle through participation in team sports.</p> <p>Students will realize the lessons learned through team sports are applicable in many everyday real life situations.</p>			
<b>Students will understand that:</b>		<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• Each team member’s efforts are required for group success.</li> <li>• Behaving well is as important as playing well.</li> <li>• You are accountable for how you treat people and your surroundings.</li> <li>• The new way is only harder for a short period of time.</li> <li>• Repetition of proper technique leads to improvement.</li> <li>• Competition can positively or negatively affect technique, behavior, attitude, and performance.</li> <li>• Take care of yourself so you can be your best every day. The best choices for you fit who you are and what you need.</li> <li>• Team games promote positive social integration and facilitate the development of social skills.</li> <li>• Participation in sports provides opportunities for self-expression, building self-confidence, feelings of achievement and social interaction.</li> </ul>		<ul style="list-style-type: none"> <li>• How can I be a successful team player?</li> <li>• Would I want me for a teammate or competitor?</li> <li>• Did I do the right thing? What will I do next time?</li> <li>• How do I/we get better?</li> <li>• How does physical education relate to what I do every day?</li> <li>• What is healthy competition?</li> <li>• How can participation in physical activities help me now and in the future?</li> <li>• What lifelong benefits will result from participation in organized sports?</li> <li>• How can personal improvement enhance my commitment to lifelong fitness?</li> </ul>	
<b>Students will know:</b>		<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>• Skills needed to play the games</li> <li>• Rules need to be successful in game play.</li> <li>• Terms associated with each game.</li> <li>• Strategies needed to experience successful game play.</li> <li>• How to mechanically correct form and control when combining and modifying movement skills.</li> <li>• They will continue to build on knowledge from previous physical education experiences</li> <li>• Teamwork and sportsmanship skills are vital to success in a team sport.</li> <li>• By joining a team, they will have the opportunity to make new friends.</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive and cooperative strategies in applied settings.</li> <li>• Use the repetition of proper technique to improve their passing, dribbling, trapping and shooting skills.</li> <li>• Explain the relationship of soccer to lifetime fitness</li> <li>• Increase cardiovascular fitness</li> <li>• Increase muscle strength</li> <li>• Follow basic rules and procedures.               <ul style="list-style-type: none"> <li>• Positions</li> <li>• Scoring</li> <li>• Offense/Defense</li> </ul> </li> <li>• Implement safety procedures.</li> <li>• Communicate effectively with peers.</li> <li>• Develop an understanding and respect for the difference among peers in various settings.</li> <li>• Resolve interpersonal conflicts with a sensitivity to the rights and feelings of others.</li> </ul>	
<b>Stage 2: Acceptable Evidence</b>			



**Transfer Task**

Students will strategize, cooperate, and use movement skills to gain hands on experience in all team sports activities.

Students will effectively demonstrate key components of teamwork and sportsmanship in and outside of the classroom.

Students will be able to apply the knowledge of what they have learned to skillfully and safely play.



<b>Unit Title / Topic: Chasing, Fleeing, and Dodging</b>		<b>Unit Duration: 4 weeks</b>	
<b>Stage 1: Desired Results</b>			
<b>Established Goals:</b>			
<b>2.5 Motor Skill Development</b>			
2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).			
2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).			
2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks balance beam, laces different sized beads, and buttons and unbuttons).			
2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).			
2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.			
2.5.2.A.4 Correct movement errors in response to feedback.			
2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).			
2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.			
2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.			
2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.			
2.5.2.B.2 Explain the difference between offense and defense.			
2.5.2.B.3 Determine how attitude impacts physical performance.			
2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.			
2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).			
2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.			
2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.			
2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.			
2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.			
2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.			
<b>Transfer Goal:</b>			
Students will be able to independently use their learning to take responsibility for one’s health and fitness by maintaining an active and healthy lifestyle through participation in chasing and fleeing tag games.			
<b>Students will understand that:</b>		<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>● Having the ability to quickly move one's body away from a tagger or moving object that is approaching you.</li> <li>● Chasing and fleeing improves overall stamina and cardio endurance.</li> <li>● You are accountable for how you treat people and your surroundings.</li> <li>● The new way is only harder for a short period of time.</li> <li>● Take care of yourself so you can be your best every day. The best choices for you fit who you are and what you need.</li> <li>● Participation in tag games provides opportunities for self-expression, building self-confidence and feelings of achievement.</li> <li>● Chasing, fleeing and dodging skills are the basis of offensive and defensive strategy in a variety of team sports.</li> </ul>		<ul style="list-style-type: none"> <li>● What does it mean to dodge and avoid?</li> <li>● Can chasing and fleeing help improve my overall fitness?</li> <li>● Did I do the right thing? What will I do next time?</li> <li>● How do I/we get better?</li> <li>● How does physical education relate to what I do every day?</li> <li>● How can participation in physical activities help me now and in the future?</li> <li>● What lifelong benefits will result from participation in chasing and fleeing?</li> <li>● How can personal improvement enhance my commitment to lifelong fitness?</li> <li>● Why are chasing, fleeing and dodging skills important?</li> </ul>	
<b>Students will know:</b>		<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>● How to mechanically correct form and control when combining and modifying movement skills.</li> <li>● The difference between personal and general space.</li> <li>● How to utilize various chasing, fleeing and dodging tactics in a variety of game situations.</li> <li>● Chasing, fleeing and dodging are skills will be used in team sports as they grow and develop.</li> <li>● They will continue to build on knowledge from previous physical education experiences.</li> </ul>		<ul style="list-style-type: none"> <li>● Safely navigate through the gymnasium (general space) while also avoiding other students’ personal space.</li> <li>● Demonstrate appropriate chasing, fleeing, and dodging skills in a variety of game situations.</li> <li>● Verbally recall various cues associated with chasing, fleeing, and dodging.</li> </ul>	
<b>Stage 2: Acceptable Evidence</b>			
<b>Transfer Task</b>			
Students will demonstrate skills of chasing, fleeing and dodging to avoid or catch others.			
Students will verbally recall reasons for safe and controlled movements.			
Students will apply chasing, fleeing and dodging skills in other physical education units.			



<b>Unit Title / Topic: Seasonal/ Multicultural Games</b>		<b>Unit Duration: 6-8 weeks</b>	
<b>Stage 1: Desired Results</b>			
<b>Established Goals:</b>			
<b>2.2 Integrated Skills</b>			
2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.			
2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.			
2.2.4.C.1 Determine how an individual’s character develops over time and impacts personal health. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.			
2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.			
2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.			
<b>2.5 Motor Skill Development</b>			
2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).			
2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).			
2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks balance beam, laces different sized beads, and buttons and unbuttons).			
2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).			
2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.			
2.5.2.A.4 Correct movement errors in response to feedback.			
2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).			
2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.			
2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.			
2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.			
2.5.2.B.2 Explain the difference between offense and defense.			
2.5.2.B.3 Determine how attitude impacts physical performance.			
2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.			
2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).			
2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.			
2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.			
2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.			
2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.			
2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.			
<b>Transfer Goal:</b>			
Students will be able to independently use their learning to work cooperatively within a small or large group of people while demonstrating good teamwork and communication skills.			
Students will be able to identify, respect and ultimately embrace the differences of others.			
<b>Students will understand that:</b>		<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>● Each team member’s efforts are required for group success.</li> <li>● Behaving well is as important as playing well.</li> <li>● You are accountable for how you treat people and your surroundings.</li> <li>● The new way is only harder for a short period of time.</li> <li>● Respecting the thoughts and ideas of others leads to positive relationships.</li> <li>● Positive communication leads to a stronger bond between people and expedites the process of problem solving.</li> <li>● Working and succeeding in small or large groups will help prepare us for working with others in future business and work environments.</li> <li>● We are all different and embracing others differences makes us better people.</li> </ul>		<ul style="list-style-type: none"> <li>● How can I be a successful team player?</li> <li>● Would I want me for a teammate or competitor?</li> <li>● Did I do the right thing? What will I do next time?</li> <li>● How do I/we get better?</li> <li>● How does working cooperatively with others relate to what I do every day?</li> <li>● Why is communication important in problem solving?</li> <li>● How can team building activities help me now and in the future?</li> <li>● Why is embracing our differences important?</li> </ul>	
<b>Students will know:</b>		<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>● How to communicate in a positive and respectful manner in order to problem solve effectively.</li> <li>● They will continue to build on knowledge from previous physical education experiences.</li> <li>● We are all different and come from different backgrounds and cultures.</li> <li>● Being different makes us special and unique.</li> <li>● The phrase, “Don’t Yuck My Yum.” and be able to explain it’s meaning.</li> <li>● Each country around the world is unique and the people who live there play different games to what we might play in the United States.</li> </ul>		<ul style="list-style-type: none"> <li>● We are all different and embracing others differences makes us better people.</li> <li>● How to communicate in a positive and respectful manner in order to pro</li> <li>● Implement safety procedures.</li> <li>● How to communicate in a positive and respectful manner in order to pro</li> <li>● Follow basic rules and procedures.</li> <li>● Communicate effectively with peers.</li> <li>● Resolve interpersonal conflicts with a sensitivity to the rights and feelings of others.</li> <li>● Develop an understanding and respect for the difference among peers in various settings.</li> </ul>	





- Demonstrate and assess tactical understanding by using appropriate and effective teamwork skills.
- Use the repetition of proper techniques to carry out physical aspects of the unit.
- Explain the relationship of team building to real life situations
  - Problem solving to complete a task.
  - Work with others cooperate

**Stage 2: Acceptable Evidence**

**Transfer Task**

Students will celebrate personal achievement and the achievements of others

Students will identify activities that contribute to personal feelings of joy.

Students will treat others the way they want to be treated.

Students will be able to explain what the phrase, “Don’t Yuck My Yum” means.

Students will be able to explain the importance of embracing the differences of others.



<b>Unit Title / Topic: Scooter Activities</b>		<b>Unit Duration: 3 weeks</b>	
<b>Stage 1: Desired Results</b>			
<b>Established Goals:</b>			
<b>2.5 Motor Skill Development</b>			
2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).			
2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.			
2.5.2.A.4 Correct movement errors in response to feedback.			
2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).			
2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.			
2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.			
2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.			
2.5.2.B.3 Determine how attitude impacts physical performance.			
2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.			
2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.			
Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.			
2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.			
2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.			
2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.			
2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.			
<b>2.6 Fitness</b>			
2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.			
<b>Transfer Goal:</b>			
Students will be able to independently take responsibility for one’s health and fitness by properly maneuvering their scooters through the gymnasium .			
Students will be able to apply their understanding of scooter safety throughout the unit.			
<b>Students will understand that:</b>		<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>• Each team member’s efforts are required for group success.</li> <li>• Behaving well is as important as playing well.</li> <li>• You are accountable for how you treat people and your surroundings.</li> <li>• The new way is only harder for a short period of time.</li> <li>• Respecting the thoughts and ideas of others leads to positive relationships.</li> <li>• Positive communication leads to a stronger bond between people and expedites the process of problem solving.</li> <li>• Working and succeeding in small or large groups will help prepare us for working with others in future business and work environments.</li> <li>• Strength is needed to be able to perform certain activities as well as daily tasks</li> </ul>		<ul style="list-style-type: none"> <li>• How can I be a successful team player?</li> <li>• Would I want me for a teammate or competitor?</li> <li>• Did I do the right thing? What will I do next time?</li> <li>• How do I/we get better?</li> <li>• How does working cooperatively with others relate to what I do every day?</li> <li>• Why is communication important in problem solving?</li> <li>• How can team building activities help me now and in the future?</li> <li>• How can riding the scooters improve my overall fitness level?</li> </ul>	
<b>Students will know:</b>		<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>• Skills needed to ride the scooters in a variety of ways (sitting, kneeling, on stomach, bear scoot, walrus, pretzel)</li> <li>• Rules need to be safe during scooter activities.</li> <li>• Terms associated with each game.</li> <li>• Strategies needed to experience successful game play.</li> <li>• Students will understand the difference between personal and general space.</li> <li>• How to mechanically correct form and control when combining and modifying movement skills.</li> <li>• They will continue to build on knowledge from previous physical education experiences</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstrate and assess understanding by using appropriate and effective scooter techniques in applied settings.</li> <li>• Use the repetition of proper technique to improve their scooter skills and overall strength.</li> <li>• Explain the relationship of scooter riding to lifetime fitness</li> <li>• Increase cardiovascular fitness</li> <li>• Increase muscle strength</li> <li>• Follow basic rules and procedures. <ul style="list-style-type: none"> <li>Hand positioning</li> <li>Body positioning</li> </ul> </li> <li>• Implement safety procedures.</li> <li>• Communicate effectively with peers.</li> </ul>	
<b>Stage 2: Acceptable Evidence</b>			
<b>Transfer Task</b>			
Students will strategize, cooperate, and use movement skills to work as a team during group activities.			
Students will effectively demonstrate key components of teamwork and sportsmanship in and outside of the classroom.			
Students will be able to apply the knowledge of what they have learned to skillfully and safely play.			
Students will be able to verbally recall the health benefits of riding the scooters.			



<b>Unit Title / Topic: Team Building</b>		<b>Unit Duration: 3 Weeks</b>	
<b>Stage 1: Desired Results</b>			
<b>Established Goals:</b>			
<b>2.2 Integrated Skills</b>			
2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.			
2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.			
2.2.4.C.1 Determine how an individual’s character develops over time and impacts personal health. Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.			
2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.			
2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.			
<b>2.5 Motor Skill Development</b>			
2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).			
2.5.P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).			
2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks balance beam, laces different sized beads, and buttons and unbuttons).			
2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).			
2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.			
2.5.2.A.4 Correct movement errors in response to feedback.			
2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).			
2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.			
2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.			
2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.			
2.5.2.B.3 Determine how attitude impacts physical performance.			
2.5.2.B.4 Demonstrate strategies that enable team and group members to achieve goals.			
2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.			
2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.			
2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.			
2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.			
2.5.4.C.2 Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.			
<b>Transfer Goal:</b>			
Students will be able to utilize a variety of problem solving and team building skills/strategies inside and outside of the gymnasium.			
<b>Students will understand that:</b>		<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>● Each team member’s efforts are required for group success.</li> <li>● Behaving well is as important as playing well.</li> <li>● You are accountable for how you treat people and your surroundings.</li> <li>● The new way is only harder for a short period of time.</li> <li>● Respecting the thoughts and ideas of others leads to positive relationships.</li> <li>● Positive communication leads to a stronger bond between people and expedites the process of problem solving.</li> <li>● Working and succeeding in small or large groups will help prepare us for working with others in future work environments.</li> </ul>		<ul style="list-style-type: none"> <li>● How can I be a successful team player?</li> <li>● Would I want me for a teammate or competitor?</li> <li>● Did I do the right thing? What will I do next time?</li> <li>● How do I/we get better?</li> <li>● How does working cooperatively with others relate to what I do every day?</li> <li>● Why is communication important in problem solving?</li> <li>● How can team building activities help me now and in the future?</li> </ul>	
<b>Students will know:</b>		<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>● How to communicate in a positive and respectful manner in order to problem solve effectively.</li> <li>● Being a good listener is equally as important as being a good leader.</li> <li>● Team success depends on individuals doing their specific task well.</li> <li>● They will continue to build on knowledge from previous physical education experiences.</li> <li>● All members of the team may have the same task or very different tasks but that each person and task is equally important.</li> </ul>		<ul style="list-style-type: none"> <li>● Demonstrate and assess tactical understanding by using appropriate and effective teamwork skills.</li> <li>● Use the repetition of proper techniques to carry out physical aspects of the unit.</li> <li>● Explain the relationship of team building to real life situations               <ul style="list-style-type: none"> <li>● Problem solving to complete a task.</li> <li>● Work with others cooperatively</li> </ul> </li> <li>● Follow basic rules and procedures.</li> <li>● Implement safety procedures.</li> <li>● Communicate effectively with peers.</li> <li>● Develop an understanding and respect for the difference among peers in various settings.</li> <li>● Resolve interpersonal conflicts with a sensitivity to the rights and feelings of others.</li> </ul>	
<b>Stage 2: Acceptable Evidence</b>			



**Transfer Task**

Students will successfully complete team building challenges with their groups.

Students will apply team building principles in other areas of their lives (classroom, recess, home, etc.).



<b>Unit Title / Topic: Locomotor Activities for K-2</b>		<b>Unit Duration: 2 Weeks</b>	
<b>Stage 1: Desired Results</b>			
<b>Established Goals:</b>			
<p><b>2.5 Motor Skill Development</b>            2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.            2.5.2.C.2 Demonstrate appropriate behaviors and safety rules and explain how they contribute to moving safely during basic activities.</p> <p><b>2.6 Fitness</b>            2.6. P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).            2.6. P.A.2 Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).            2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.            2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.            2.6.2.A.3 Develop a fitness goal and monitor progress towards achievement of the goal</p>			
<b>Transfer Goal:</b> Students will be able to utilize various movements (skipping, galloping, sliding, jumping and hopping) to move safely and freely in general space with regard to other students personal space.			
<b>Students will understand that:</b>		<b>Essential Questions:</b>	
<ul style="list-style-type: none"> <li>● Personal space is the area that I and only I occupy.</li> <li>● A locomotor movement is when one's feet take them from place to place.</li> <li>● Moving body parts and muscles in a certain way improves muscle memory, makes muscles stronger and more tone and it improves overall stamina.</li> <li>● You are accountable for how you treat people and your surroundings.</li> <li>● The new way is only harder for a short period of time.</li> <li>● Repetition of proper technique leads to improvement.</li> <li>● Take care of yourself so you can be your best every day. The best choices for you fit who you are and what you need.</li> <li>● Participation in exercise provides opportunities for self-expression, building self-confidence and feelings of achievement.</li> </ul>		<ul style="list-style-type: none"> <li>● What is personal space?</li> <li>● What is a locomotor movement?</li> <li>● Can moving my body in a certain way build muscle and tone muscle?</li> <li>● Did I do the right thing? What will I do next time?</li> <li>● How do I/we get better?</li> <li>● How does physical education relate to what I do every day?</li> <li>● How can participation in physical activities help me now and in the future?</li> <li>● What lifelong benefits will result from participation in exercise?</li> </ul>	
<b>Students will know:</b>		<b>Students will be able to:</b>	
<ul style="list-style-type: none"> <li>● How to mechanically correct form and control when combining and modifying movement skills.</li> <li>● How to safely move around the gym</li> <li>● The difference between personal and general space</li> <li>● The cues for various locomotor skills (galloping, hopping, sliding, skipping, etc.)</li> <li>● The types of pathways for movement (curved, straight, zigzag)</li> <li>● The levels for movement (high, medium, low)</li> <li>● They will continue to build on knowledge from previous physical education experiences.</li> </ul>		<ul style="list-style-type: none"> <li>● Demonstrate and assess tactical understanding by using appropriate and effective movement in applied settings.</li> <li>● Use the repetition of proper technique to improve their skipping, hopping, galloping and sliding movement skills.</li> <li>● Explain the relationship of locomotor skills to lifetime fitness               <ul style="list-style-type: none"> <li>● Increase cardiovascular fitness</li> <li>● Increase muscle strength</li> </ul> </li> <li>● Implement safety procedures.</li> <li>● Demonstrate their understanding of personal and general space.</li> <li>● Demonstrate the various pathways and levels available to them.</li> </ul>	
<b>Stage 2: Acceptable Evidence</b>			
<b>Transfer Task</b> Students will develop an understanding of the proper mechanics of various locomotor skills.			
Students will be able to utilize locomotor skills in other settings (home, recess, etc.)			
Students will verbally recall the cues associated with the main locomotor skills of skipping, galloping, sliding, jumping and hopping.			





<b>Unit Title / Topic: Kindergarten Health</b>		<b>Unit Duration: 4 Lessons</b>	
<b>Stage 1: Desired Results</b>			
<p><b>Established Goals:</b>  <b>Units of Study:</b></p> <p>Body Part Identification/ Organs and Bones</p> <p>Hand Washing/Hygiene</p> <p>Nutrition Introduction</p> <p>Seasonal/ Food Allergies</p> <p>2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.</p> <p>2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p> <p>2.1.2.B.1 Explain why some foods are healthier to eat than others.</p> <p>2.1.2.B.2 Explain how foods on My Plate differ in nutritional content and value.</p> <p>2.1.2.C.1 Summarize symptoms of common diseases and health conditions.</p> <p>2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.</p>			
<p><b>Transfer Goal:</b></p> <p><u>Body Part Identification/Organs:</u> Students will be able to independently identify internal and external body parts and explain how they work together to support wellness.</p> <p><u>Nutrition Introduction:</u> Students will be able to identify healthy food options.</p> <p><u>Hand Washing/ Hygiene:</u> Students will be able to verbally recall the steps of the hand washing process and its importance in preventing the spread of diseases.</p> <p><u>Seasonal/Food Allergies-</u> Students will be able to independently identify signs and symptoms of seasonal and food allergies and how to avoid/help them.</p>			
<p><b>Students will understand that:</b></p> <ol style="list-style-type: none"> <li>The students will understand that our body is made up of many parts that work together and help each other.</li> <li>The students will understand the difference between healthy and unhealthy daily food choices.</li> <li>The students will understand that they need to cover their sneeze to avoid the spread of germs.</li> <li>The students will understand that proper hand washing is the best way to avoid the spread of germs.</li> <li>Allergies are sometimes unavoidable and precautions need to be taken to help those with allergies.</li> </ol>		<p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>How do our inside parts work together to keep us healthy?</li> <li>Why is it good to try new fruits and vegetables?</li> <li>How much should I eat?</li> <li>Why are some foods healthier to eat than others?</li> <li>How do we prevent the spread of germs?</li> <li>What are the steps in the hand washing process?</li> <li>How can we help our friends who have allergies?</li> </ol>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>Where main internal organs are located.</li> <li>Where main bones are located.</li> <li>How to make healthy food choices</li> <li>How to wash their hands.</li> <li>Why they should wash their hands.</li> <li>What some common allergies are</li> <li>Why we have a peanut table in the cafeteria.</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify main internal organs and what they do for our bodies.</li> <li>Identify main bones and what they do for our bodies.</li> <li>Identify different healthy food options.</li> <li>Differentiate between healthy and unhealthy food options.</li> <li>Identify times at home and at school when hand washing is necessary.</li> <li>Identify ways to help others with allergies.</li> <li>Identify symptoms of an allergic reaction.</li> </ul>	
<b>Stage 2: Acceptable Evidence</b>			
<p><b>Transfer Task</b></p> <p>The students will be able to identify various bones and organs in their body.</p> <p>The students will be able to identify and assess what foods contribute to a healthy diet , what foods do not contribute to good health and will use their knowledge to choose a balanced variety of nutritious foods to eat daily.</p> <p>The students will use their knowledge about the body to identify health enhancing behaviors that contribute to overall wellness.</p> <p>The students will identify signs and symptoms for allergies and an allergic reaction.</p>			



<b>Unit Title / Topic: First Grad Health</b>		<b>Unit Duration: 4 Lessons</b>	
<b>Stage 1: Desired Results</b>			
<p><b>Established Goals:</b>  <b>Units of Study</b></p> <p>Lice Prevention          Emergencies/Calling 9-1-1          Food Groups/MyPlate          Colds and Flu</p> <p>2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.          2.1.P.D.4 Know how to dial 911 for help.          2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).          2.1.2.C.1 Summarize symptoms of common diseases and health conditions.          2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.          2.1.2.B.1 Explain why some foods are healthier to eat than others.          2.1.2.B.2 Explain how foods on My Plate differ in nutritional content and value.          2.3.2.A.1 Explain what medicines are and when some types of medicines are used.          2.3.2.A.2 Explain why medicines should be administered as directed.</p>			
<p><b>Transfer Goal:</b>  <u>Lice Prevention</u> - Students will independently use their knowledge about lice and lice prevention to promote health enhancing behaviors.</p> <p><u>Emergencies/Calling 9-1-1</u> - Students will independently use their knowledge to differentiate between emergencies from non-emergencies and be able to call 911 when necessary.</p> <p><u>Food Groups/MyPlate</u>- Students will independently use their acquired knowledge of nutrition to make nutritious food choices using MyPlate and develop healthy dietary habits.</p> <p><u>Colds and Flu</u> - Students will independently use their knowledge about diseases and disease prevention to promote health enhancing behaviors.</p> <p>Students will be able to verbally recall how to properly use medicine and when. (administered by a trusted adult or doctor)</p>			
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Lice are bugs that can be spread by direct contact and certain behaviors should be avoided to reduce risk of exposure.</li> <li>• Students with lice are not “dirty”.</li> <li>• Quick and effective responses to life threatening emergencies can save lives.</li> <li>• 9-1-1 is for people emergencies only.</li> <li>• MyPlate is the tool to use to identify the food groups.</li> <li>• Diseases and illnesses are spread in a variety of ways and they should stay home when sick.</li> <li>• The students will understand that medications need to be used as directed or they can be deadly.</li> </ul>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do we prevent the spread of lice?</li> <li>• What is a serious emergency?</li> <li>• What should be done to obtain help if an emergency occurs?</li> <li>• When should 911 be called?</li> <li>• What different kinds of food should I be eating every day?</li> <li>• How do you know you have a cold or the flu?</li> <li>• How can the same medicine be both healthy and dangerous?</li> </ul>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• What lice are.</li> <li>• How lice can spread.</li> <li>• What an emergency is.</li> <li>• How to dial 9-1-1.</li> <li>• What information they need when calling 9-1-1.</li> <li>• What My Plate looks like.</li> <li>• What the food groups are.</li> <li>• Symptoms of colds and the flu.</li> <li>• How to relieve symptoms and get better.</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify behaviors to avoid that potentially put them at risk for the spread of lice.</li> <li>• Identify emergency and nonemergency situations.</li> <li>• Dial 9-1-1 in case of an emergency.</li> <li>• Identify the symptoms of colds and the flu.</li> <li>• Identify the dangers of not taking medication properly.</li> <li>• Identify the food groups using MyPlate.</li> </ul>	
<b>Stage 2: Acceptable Evidence</b>			
<p><b>Transfer Task</b></p> <p>Students will identify and verbally recall behaviors that they should not engage in to minimize the risk of exposure to lice.</p> <p>Students will demonstrate how to call 9-1-1 using their own personal information (phone number, address..etc).</p> <p>Students will recognize and verbally recall the food groups as shown on MyPlate.</p> <p>Students will explain why they should stay home if they have a cold or the flu.</p>			



<b>Unit Title / Topic: Second Grade Health</b>		<b>Unit Duration: 4 Lessons</b>	
<b>Stage 1: Desired Results</b>			
<p><b>Established Goals:</b>  <b>Units of Study</b></p> <p>Handwashing          Eating Healthy          Stress          Exercise</p> <p>2.1.2.C.1 Summarize symptoms of common diseases and health conditions.          2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.          2.1.2.C.3 Determine how personal feelings can affect one’s wellness.          2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.          2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.          2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.          2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.          2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.          2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.          2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>			
<p><b>Transfer Goal:</b>  <u>Handwashing</u> - Students will independently use their knowledge about diseases and disease prevention to promote health enhancing behaviors</p> <p><u>Eating Healthy</u> - Students will independently use their acquired knowledge of nutrition to make nutritious food choices and develop healthy dietary habits.</p> <p><u>Stress</u> - Students will independently use their learning to apply stress management techniques to deal with stressful situations.</p> <p><u>Exercise</u>- Students will be able to identify different types of physical activity that are fun and can be incorporated into their daily life to maintain a healthy lifestyle.</p>			
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>● Handwashing is a key step to keep a person healthy.</li> <li>● There are many times where handwashing is necessary at home and at school.</li> <li>● A variety of food types are essential for a healthy balanced meal.</li> <li>● Stress management skills impact an individual’s ability to cope with different emotional situations.</li> <li>● Being physically active is a lifelong commitment to keep you healthy and strong.</li> <li>● There are a wide variety of activities than can be incorporated into one’s daily routine to maintain a healthy lifestyle.</li> </ul>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How are germs spread?</li> <li>● When should you wash your hands?</li> <li>● How do you determine if a food item is nutritious?</li> <li>● What is stress?</li> <li>● How can stress be reduced?</li> <li>● Why is it important to be physically active every day?</li> <li>● How would you feel if you were not physically active?</li> <li>● What can you do to be more physically active every day?</li> </ul>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● Appropriate times to wash hands to limit the spread of germs.</li> <li>● They need to eat a variety of different foods as part of a healthy diet.</li> <li>● Stress reduction techniques will help them to relax both in school and at home.</li> <li>● Exercise is an essential component of lifelong health and wellness.</li> <li>● There are many ways to stay safe while exercising.</li> <li>● There are a variety of ways to exercise and they should experiment to find activities they enjoy.</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Identify times to wash their hands at school and at home.</li> <li>● Identify healthy and unhealthy food options in their own diet.</li> <li>● Identify stress markers and stress helpers to better understand how stressful situations make them feel.</li> <li>● Identify ways to exercise safely.</li> <li>● Identify exercises they can do indoors and outdoors.</li> </ul>	
<b>Stage 2: Acceptable Evidence</b>			
<p><b>Transfer Task</b>          Students will identify how handwashing helps with preventing the spread of germs and diseases.</p> <p>Students will identify foods that aid in establishing a healthy and well balanced diet.</p> <p>Students will identify and practice stress relieving techniques.</p> <p>Students will verbally recall benefits and types of exercises that aid in lifelong fitness.</p>			



<b>Unit Title / Topic: Third Grade Health</b>		<b>Unit Duration: 4 Lessons</b>	
<b>Stage 1: Desired Results</b>			
<p><b>Established Goals:</b>  <b>Units of Study</b></p> <p>Nutrition  Nutrition Fact Labels  Avoiding Risks  Stress Management (Short Term/Long Term)</p> <p>2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.  2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.  2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.  2.1.4.B.4 Interpret food product labels based on nutritional content.  2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).  2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.  2.2.4.B.1 Use the decision-making process when addressing health-related issues  2.1.4.C.3 Explain how mental health impacts one’s wellness.  2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.  2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.  2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.  2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>			
<p><b>Transfer Goal:</b></p> <p><u>Nutrition</u> - Students will independently use their learning to apply knowledge of nutrition to make appropriate selections that balance food choices with physical activity</p> <p><u>Nutrition Fact Labels</u> - Students will independently use their acquired knowledge of nutrition fact labels to make appropriate selections that balance food choices with physical activity.</p> <p><u>Avoiding Risk</u> - Students will independently use their learning to avoid taking risks.</p> <p><u>Stress Management (Long-Term/Short-Term)</u>- Students will apply stress management techniques to deal with both short term and long term stressful situations.</p>			
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Ensuring the calories we take equal the calories our bodies use is essential for maintaining a healthy lifestyle</li> <li>• Nutrition Fact Labels contain information about the foods they are eating and can tell them if a food is healthy or not</li> <li>• They need to avoid taking risks as they are becoming older and more responsible citizens.</li> <li>• There is a difference in how short term and long term stress is managed.</li> <li>• Stress is a normal part of life and stress management techniques are useful in dealing with these situations.</li> </ul>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What happens if too many calories are consumed and not enough energy is burned?</li> <li>• What is the importance of being able to read a Nutrition Fact Label?</li> <li>• How can I avoid taking a risk?</li> <li>• How can I manage short term stressful situations?</li> <li>• How can I manage long term stressful situations?</li> </ul>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Calories measure energy.</li> <li>• A healthy diet is a key component of lifelong wellness.</li> <li>• Nutrition Fact Labels are important in determining if a food is nutritious.</li> <li>• If they have an allergy they also need to know how to read the Nutrition Fact Labels.</li> <li>• To avoid taking a risk they must think of the consequences of their actions first.</li> <li>• There are various stress management techniques to help them manage short term and long term stress.</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify the importance of balancing the amount of calories they consume with the amount of calories they burn through exercise.</li> <li>• Compare and contrast Nutrition Fact Labels to make a healthier decision.</li> <li>• Explain the importance of avoiding risks.</li> <li>• Compare and contrast short term and long term stress management techniques and understand when they should be utilized.</li> </ul>	
<b>Stage 2: Acceptable Evidence</b>			
<p><b>Transfer Task</b></p> <p>Students will identify foods that are good versus foods that are bad by being able to successfully read nutrition labels.</p> <p>Students will identify activities that may put them in a risky situation and what they can do to act in a safe manner.</p> <p>Students will identify stressful situations and how short term and long term stress can be managed.</p>			



<b>Unit Title / Topic: Fourth Grade Health</b>		<b>Unit Duration: 4 Lessons</b>	
<b>Stage 1: Desired Results</b>			
<p><b>Established Goals:</b>  <b>Units of Study</b></p> <p>Circulatory System  Pulse Rate  Respiratory System  Smoking</p> <p>2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual’s body systems.  2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity.  2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use.  2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</p>			
<p><b>Transfer Goal:</b>  <u>Circulatory System</u> - Students will independently use their learning to identify the main parts of the circulatory system and how to improve function of this system.</p> <p><u>Pulse Rate</u> - Students will independently use their acquired knowledge of how to take their pulse and how it plays a crucial indicator of their current fitness levels.</p> <p><u>Respiratory System</u> - Students will independently use their learning to identify the main parts of the respiratory system and how to improve function of this system.</p> <p><u>Smoking</u>- Students will independently use their acquired knowledge of the dangers of smoking to help make healthy decisions as it pertains to secondhand smoke.</p>			
<p><b>Students will understand that:</b></p> <ul style="list-style-type: none"> <li>• Different exercises and life choices can affect their circulatory system.</li> <li>• Their pulse measures their heart rate and is affected by different activities.</li> <li>• Different exercises and life choices can affect their respiratory system.</li> <li>• The students will use their knowledge about tobacco to make decisions that support a healthy and active lifestyle</li> </ul>		<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What activities can you participate in to help your circulatory system?</li> <li>• What activities negatively affect your circulatory system?</li> <li>• How do you take your pulse?</li> <li>• What activities can you participate in to help your respiratory system?</li> <li>• What activities negatively affect your respiratory system?</li> <li>• What is secondhand smoke?</li> <li>• How can we communicate to others the importance of not smoking?</li> </ul>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>• Activities they should and shouldn't participate in to help their circulatory system.</li> <li>• How to successfully take their pulse.</li> <li>• How they can help or hurt their respiratory system.</li> <li>• Why smoking and secondhand smoke is bad for their bodies.</li> </ul>		<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify parts of their circulatory system.</li> <li>• Explain ways to improve circulatory system health.</li> <li>• Take their pulse at either their radial or carotid artery.</li> <li>• Explain how various exercises affect their pulse and heart rate.</li> <li>• Identify parts of their respiratory system.</li> <li>• Explain ways to improve respiratory system health.</li> <li>• Identify the dangers of smoking and secondhand smoke.</li> <li>• Explain how to communicate to others the importance of not smoking?</li> </ul>	
<b>Stage 2: Acceptable Evidence</b>			
<p><b>Transfer Task</b>  Students will identify and explain the different activities that can hurt or help their circulatory and respiratory system.</p> <p>Students will identify and demonstrate where/how to take their pulse and what activities can help with their overall health as it pertains to pulse rate.</p> <p>Students will identify why smoking and secondhand smoking is bad for their health and what they can do to avoid situations like this.</p>			