

*Health  
&  
Physical Education*

# **HAMILTON TOWNSHIP SCHOOL DISTRICT**

**90 Park Avenue**

**Hamilton, New Jersey 08690**

**Mercer County**

**Department of Curriculum and Instruction**



## **Health & Physical Education**

**Grades K-2**

**Board of Education approved: August 15, 2018**

# Hamilton Township School District

## Department of Curriculum & Instruction

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### Acknowledgements

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### Curriculum Committee Members

*Below are members that have reviewed the curriculum to confirm updates to NJSLS*

Stephanie Ciliento.....	University Heights/Alexander	Jessica Pandolfini.....	Sunnybrae/Sayen
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### **Purpose**

NJ Law requires 150 minutes of Comprehensive Health and Physical Education weekly. The Elementary Curriculum is designed to teach students the information and skills they need to become health literate, to maintain and improve health, prevent disease, and reduce health-related risk behaviors. Through this curriculum, students will develop critical thinking, problem solving, and communication skills. In addition, the students will demonstrate good character and behaviors that promote a safe, fit, and healthy family, community, nation, and world.

### **Course Description**

Standards include several strands and cumulative progress indicators. This curriculum is designed to give students in Grades K, 1, and 2 the opportunity to develop health knowledge, practice life skills, and work to achieve health goals that protect them from risk behaviors. Upon completion, students will ascertain knowledge, comprehension, and application of health, fitness, and safety skills in the following areas: mental, emotional, physical, family, and social health; growth and nutrition; personal health and safety; drugs and disease prevention; community and environmental health. Learning these concepts and skills empowers students to assume lifelong responsibility to develop physical, mental, social, and emotional wellness, while supporting a safe, healthy lifestyle, and active lifestyle.

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### **Summary of Revisions to the 2014 NJSLS for Comprehensive Health and Physical Education**

There were minor changes made to the 2014 standards. Additions to the standards included the following defining terms in the glossary: overload principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation N.J.S.A. 18A: 35-4.23a describing dating violence education in grades 7-12, was added to the legislation section. One additional revision included in the revised document was the addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills. The phrase “Understanding national and international public health and safety issues” was added to the existing definition.

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### 2014 NJSLS for Comprehensive Health and Physical Education

There are six comprehensive health and physical education standards, each of which has a variety of components or *strands*. These standards address the following:

<p><b><u>2.1 Wellness</u></b></p> <ul style="list-style-type: none"> <li>A. Personal Growth and Development</li> <li>B. Nutrition</li> <li>C. Diseases and Health Conditions</li> <li>D. Safety</li> <li>E. Social and Emotional Health</li> </ul>	<p><b><u>2.2 Interpersonal Communication</u></b></p> <ul style="list-style-type: none"> <li>A. Interpersonal Communication</li> <li>B. Decision-Making and Goal Setting</li> <li>C. Character Development</li> <li>D. Advocacy, and Service</li> <li>E. Health Services and Information</li> </ul>	<p><b><u>2.3 Drugs and Medicines</u></b></p> <ul style="list-style-type: none"> <li>A. Medicines</li> <li>B. Alcohol, Tobacco, and Other Drugs</li> <li>C. Dependency/Addiction and Treatment</li> </ul>
<p><b><u>2.4 Human Relationships &amp; Sexuality</u></b></p> <ul style="list-style-type: none"> <li>A. Relationships</li> <li>B. Sexuality</li> <li>C. Pregnancy and Parenting</li> </ul>	<p><b><u>2.5 Motor Skill Development</u></b></p> <ul style="list-style-type: none"> <li>A. Movement Skills and Concepts</li> <li>B. Strategy</li> <li>C. Sportsmanship, Rules, and Safety</li> </ul>	<p><b><u>2.6 Fitness</u></b></p> <ul style="list-style-type: none"> <li>A. Fitness &amp; Physical Activity</li> </ul>

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### Comprehensive Health and Physical Education NJSL Standards Introduction

**Health literacy** is an integral component of 21<sup>st</sup> century education. Healthy students are learners who are “knowledgeable, productive, and also emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a *lifelong* commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective:

**Mission:** *Knowledge of health and physical education concepts and skills empowers students to assume lifelong responsibility to develop physical, social, and emotional wellness.*

**Vision:** A quality comprehensive health and physical education program fosters a population that:

- Maintains physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engages in a physically active lifestyle.
- Is knowledgeable about health and wellness and how to access health resources.
- Recognizes the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Practices effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Is accepting and respectful of individual and cultural differences.
- Advocates for personal, family, community, and global wellness and is knowledgeable about national and international public health and safety issues.

### Intent and Spirit of the Comprehensive Health and Physical Education Standards

All students participate in a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The standards provide a blueprint for curriculum development, instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The 2014 revised standards incorporate the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

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### Revised Standards

The Comprehensive Health and Physical Education Standards provide the foundation for creating local curricula and meaningful assessments. Revisions to the standards include cumulative progress indicators that reflect:

- Recently enacted legislation outlined in the section below
- An emphasis on health literacy, a 21<sup>st</sup> century theme
- Global perspectives about health and wellness through comparative analysis of health-related issues, attitudes, and behaviors in other countries
- Inclusion of additional skills related to traffic safety, fire safety, and accident and poison prevention
- Increased awareness of and sensitivity to the challenges related to individuals with disabilities

The 2014 standards continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2009-2014:

- **Dating Violence Prevention Bill:** N.J.S.A. 18A:35-4.23 a (2010) requires instruction in dating violence prevention.
- **CPR/ AED Instruction Bill:** N.J.S.A. 18A:35-4.28-4.29 (2014) requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

Health Literacy includes:

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that are health enhancing.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Using available information to make appropriate health-related decisions.
- Establishing and monitoring personal and family health goals.
- Understanding national and international public health and safety issues.

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### New Jersey Legislative Statutes Summary

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**

Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**

Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

- **Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in grades 7-12.**

Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.



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- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

- **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

- **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

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- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

- **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

- **Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.**

The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

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*Continuation on (N.J.S.A. 18A:7F-4.3)...* The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

- **Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.**

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.
- **Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.**

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.
- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

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### Suggested Integrated Accommodations and Modifications **(B)** English Language Learners

- Curricular Modifications for English Language Learners
- Modify content and assessments to support the present level of understanding to ensure the content is being assessed, not the level of language acquisition
- Provide work in native language
- Provide visual cues with pictures and/or body language
- Provide simplified written and verbal instructions
- ELL students can make annotations as necessary to help increase understanding
- Preview vocabulary with students. Use one-to-one dictionaries and/or academic vocabulary cards to build vocabulary
- Provide them with options to communicate their knowledge in ways that circumvent the language and/or writing as a barrier
- Use sentence frames
- Provide an advance copy of class notes and study guides
- Provide extended time on classroom assignments, tests, quizzes, etc

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**Suggested Integrated Accommodations and Modifications (B)  
English Language Learners**

**Types of Scaffolds for ELLs**

<b>Categories of Scaffolds</b>	<b>Examples</b>
<b>Materials and Resources</b>	<ul style="list-style-type: none"><li>● Graphic organizers</li><li>● English and/or bilingual dictionaries</li><li>● Home language materials</li><li>● Sentence frames, sentence stems, and paragraph frames</li><li>● Visuals</li><li>● Word banks and word walls</li></ul>
<b>Instruction</b>	<ul style="list-style-type: none"><li>● Pre-identified and pre-taught academic vocabulary</li><li>● Building background knowledge</li><li>● Activating prior knowledge</li><li>● Reduced linguistic load</li><li>● Repetition, modeling, and paraphrasing</li></ul>
<b>Student Grouping</b>	<ul style="list-style-type: none"><li>● Structured pair work</li><li>● Structured small group work</li><li>● Teacher-led small group work</li></ul>

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**Suggested Integrated Accommodations and Modifications (B)**  
**English Language Learners**

### **ESL Scaffolding at Varying Proficiency Levels**

ELP Level	Scaffolds for Instruction by Level	Scaffolds for All Levels
<b><i>Beginning</i></b> <b>ELP 1.0-2.5</b>	<ul style="list-style-type: none"> <li>● Access to text, video, and/or instructions in home language, as well as in English</li> <li>● Sentence frames to help ELLs respond to test-dependent questions posed throughout the lesson</li> <li>● Word walls and word banks</li> <li>● Reduced linguistic load for language of instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Building background knowledge</li> <li>● Activating prior knowledge</li> <li>● Pre-taught academic vocabulary</li> <li>● Hands-on materials and manipulatives</li> <li>● Graphic organizers</li> <li>● Word-to-Word Dictionaries</li> <li>● Repetition, paraphrasing, and modeling</li> <li>● Wait time</li> <li>● Pair and small-group work</li> </ul>
<b><i>Intermediate</i></b> <b>ELP 2.5-4.0</b>	<ul style="list-style-type: none"> <li>● Access to text, video, and/or instructions in home language, as well as in English, as appropriate</li> <li>● Sentence stems</li> <li>● Word walls and word banks</li> </ul>	
<b><i>Advanced</i></b> <b>Above ELP</b> <b>4.1</b>	<ul style="list-style-type: none"> <li>● See scaffolding for all levels</li> </ul>	

***Additional Supports***

~ Core5, PowerUp, and Rosetta Stone

~ Sheltered English Instruction Training

~ K - 12th grade tutoring

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### Suggested Integrated Accommodations and Modifications **(B)** Gifted and Talented Students

- Explore concepts in depth
- Use thematic instruction to connect across curriculum
- Add group lead role
- Evaluate Vocabulary
- Additional Projects
- Independent Student Options
- Tiered/Multi Level Activities
- Community/Subject expert mentorships

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<p><b><u>Suggested Integrated Accommodations and Modifications</u> (B)</b></p> <p><b>At-Risk Students</b></p>
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ACADEMICS	SOCIAL/EMOTIONAL
Communication with parents	Children's books addressing presenting problem
Task list placed on desk for classroom routines and organization	Student jots down presenting problem and erase when it goes away
Preferential seating	Meet with guidance counselor
Provide structure and positive reinforcements	Student jots down presenting problem and erase when it goes away
Frequently check for understanding	Attendance plan
I&RS	Utilize nurse during episodes of presenting problem
Limit number of items student is expected to learn at one time	Provide short breaks
Directions repeated, clarified, or reworded	Attendance plan
Frequent breaks during class	Communication with parents
Provide opportunities for using assistive technologies	Assign "jobs" to reduce symptoms
Provide buddy system	Counseling check-ins
Adjust activity, length of assignment, and/or number of questions	Praise whenever possible
Provide assessments in a small group setting	
Educate/train relevant staff on signs/symptoms, promote tolerance of needs, and/or providing assistance	
Communication with parents	
Academic Intervention K-12	



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### Suggested Integrated Accommodations and Modifications (B)

#### Special Education Students Accommodations

**Presentation accommodations** allow a student to:

- Listen to audio recordings instead of reading text
- Peer or educational assist to readdress directions
- Hear instructions orally
- Be given an outline of a lesson

**Response accommodations** allow a student to:

- Give responses in a form (oral or written)
- Use online platform to record all responses (written and oral)

**Setting accommodations** allow a student to:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where the student learns best (ie- near the teacher)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools/equipment

**Timing accommodations** allow a student to:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

**Scheduling accommodations** allow a student to:

- Take more time to complete a task
- Take sections of a test in a different order
- Take a test at a specific time of day

**Organization skills accommodations** allow a student to:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

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### Suggested Integrated Accommodations and Modifications **(B)**

#### **Special Education Students** Curriculum modifications

- Adapt the way the instruction is delivered to the learner
- Adapt how the learner can respond to the instruction
- Allow student to respond with an assistive technology or augmentative communication device
- Adapt the time allotted and allowed for learning, task completion or testing
- Adapt the skill level, problem type or the rules on how the learner make complete a task
- Increase the amount of personal assistance to support the individual learner
- Adapt the number of items that the learner is expected to learn or complete
- Adapt the extent to which a learner is actively involved in the task
- Adapt the goals and/or outcome expectations while using the same materials
- Provide the different instruction and materials to meet a learner's individual goals

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### Suggested Integrated Accommodations and Modifications **(B)**

#### Special Education Students

##### Adaptations and Accommodations in the Physical Education Setting

<b><u>Equipment:</u></b>	<b><u>Rules Prompts, Cues:</u></b>	<b><u>Bowling</u></b>	<b><u>Basketball</u></b>
Larger/lighter bat Use of velcro Larger goal/target Mark positions on playing field Lower goal/target Scoops for catching Vary balls (size, weight, color, texture)	Demonstrate/model activity Partner assisted Disregard time limits Oral prompt More space between students Eliminate outs/strike-outs Allow ball to remain stationary Allow batter to sit in chair Place student with disability near teacher	Simplify/reduce the number of steps Use two hands instead of one Remain in stationary position Use a ramp Use a partner Give continuous verbal cues	Use various size balls (weight, texture, color) Allow travelling Allow two hand dribble Disregard three second lane violation Use larger/lower goal Slow the pace, especially when first learning If student uses wheelchair, allow him to hold ball on his lap while pushing wheelchair Use beeper ball, radio under basket for individual with visual impairment
<b><u>Boundary/Playing Field:</u></b>	<b><u>Physical Skill Actions:</u></b>	<b><u>Golf</u></b>	<b><u>Soccer</u></b>
Decrease distance Use well-defined boundaries Simplify patterns Adapt playing area (smaller, obstacles removed)	Change locomotor patterns Modify grasps Modify body positions Reduce number of actions Use different body parts	Use a club with a larger head Use shorter/lighter club Use colored/larger balls Practice without a ball Use tee for all shots Shorten distance to hole	Use walking instead of running Have well defined boundaries Reduce playing area If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair Use a deflated ball, nerf ball, beeper ball, brightly colored ball

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<u>Soccer</u>	<u>Softball</u>	<u>Volleyball</u>	<u>Tennis</u>
<p>Use walking instead of running</p> <p>Have well defined boundaries</p> <p>Reduce playing area</p> <p>Play six-a-side soccer</p> <p>If student uses a wheelchair, allow him to hold ball on his lap while pushing the wheelchair</p> <p>Use a deflated ball, nerf ball, beeper ball, brightly colored ball</p> <p>Use a target that makes noise when hit</p>	<p>Use velcro balls and mitts</p> <p>Use larger or smaller bats</p> <p>Use a batting tee</p> <p>Reduce the base distances</p> <p>Use Incrediballs</p> <p>Shorten the pitching distance</p> <p>If individual is in wheelchair, allow them to push ball off ramp, off lap, or from tee</p> <p>Use beeper balls</p> <p>Provide a peer to assist</p> <p>Players without disabilities play regular depth defense</p> <p>Students without disabilities count to ten before tagging out person with disability</p>	<p>Use larger, lighter, softer, bright colored balls</p> <p>Allow players to catch ball instead of volleying</p> <p>Allow student to self toss and set ball</p> <p>Lower the net</p> <p>Reduce the playing court</p> <p>Stand closer to net on serve</p> <p>Allow ball to bounce first</p> <p>Hold ball and have student hit it</p>	<p>Use larger, lighter balls</p> <p>Use shorter, lighter racquets</p> <p>Use larger head racquets</p> <p>Slow down the ball</p> <p>Lower the net or do not use a net</p> <p>Use brightly colored balls</p> <p>Hit ball off tee</p> <p>Allow a drop serve</p> <p>Stand closer to net on serve</p> <p>Do not use service court</p> <p>Use a peer for assistance</p>

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**Suggested Integrated Accommodations and Modifications (B)**  
**Students with 504 Plans**

*General program accommodations/adjustments or services are always made on a case-by-case basis and individualized.*

<p><b>Environmental Strategies</b></p> <ul style="list-style-type: none"> <li>• Provide a structured learning environment</li> <li>• Make separate "space" for different types of tasks</li> <li>• Possible adapting of non-academic times such as lunch, recess, and physical education</li> <li>• Alter location or personal or classroom supplies for easier access or to minimize distraction</li> <li>• Provide sensory breaks</li> <li>• Provide a written or picture schedule</li> </ul>	<p><b>Organizational Strategies</b></p> <ul style="list-style-type: none"> <li>• Model and reinforce organizational systems (i.e. color-coding)</li> <li>• Write out homework assignments, check student's recording of assignments</li> <li>• Tailor homework assignments toward student strengths</li> <li>• Set time expectations for assignments</li> <li>• Provide clues such as clock faces (beginning and ending times)</li> <li>• Teach study/organizational skills</li> <li>• Schedule before or after school tutoring/homework assistance</li> </ul>
<p><b>Behavioral Strategies</b></p> <ul style="list-style-type: none"> <li>• Use behavioral management techniques consistently within a classroom and across classes</li> <li>• Implement behavioral/academic contracts</li> <li>• Utilize positive verbal and/or nonverbal reinforcements</li> <li>• Utilize logical consequences</li> <li>• Confer with the student's parents (and student as appropriate)</li> <li>• Establish a home/school communication system for behavior monitoring</li> <li>• Post rules and consequences for classroom behavior</li> <li>• Put student on daily/weekly progress report/contract</li> </ul>	<p><b>Presentation Strategies</b></p> <ul style="list-style-type: none"> <li>• Use computer-aided instruction and other audiovisual equipment</li> <li>• Select alternative textbooks, workbooks, or provide books on tape</li> <li>• Provide material for extra practice (ie-outlines, study guides)</li> <li>• Prioritize drill and practice activities for relevance</li> <li>• Vary the method of presentation using multi-sensory techniques:            lecture plus overhead/board demonstration support; small groups required to produce a written product; large groups required to demonstrate a process; computer-assisted instruction; peer tutors or cross-age tutors; demonstrations, simulations; experiments; games</li> </ul>

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**Suggested Integrated Accommodations and Modifications (B)**

**Students with 504 Plans  
(Continued)**

**Assignments**

- Modify the amount of homework
- Use written directions to supplement oral directions
- Reduce paper and pencil tasks
- Allow for assignments to be word processed
- Lower reading level of assignments
- Break assignments into a series of smaller assignments
- Use highlighted texts

**Evaluation Methods**

- Limit amount of material presented on a single page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

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### Integration of 21st Century skills through NJSL 9/Career Education (G) & (I)

#### 2014 Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study

Number	Standards addressed in Health and Physical Education Curriculum
CRP1.	Act as a responsible and contributing citizen and employee.
CRP4.	Communicate clearly and effectively and with reason.
CRP5.	Consider the environmental, social and economic impacts of decisions.
CRP8.	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP12.	Work productively in teams while using cultural global competence.

#### 9.2 Career Awareness, Exploration, and Preparation

##### Content Area: 21st Century Life and Career

Number	Standard Statement
<b><i>By the end of Grade 4, students will be able to:</i></b>	
9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
9.2.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

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### Integration of 21st Century skills through NJSL 9/Career Education (G) & (I)

Students are given the opportunity to acquire information about career interests and/or advanced courses linked to their career interests. The following are **possible career opportunities:**

- Fitness Trainer
- Health and Physical Education Teacher
- Nutritionist
- Athletic Trainer
- Exercise Science
- Kinesiologist
- Fitness Instructor (Zumba, bootcamp, yoga, cycling)
- Health Specialist
- Substance Abuse Counselor
- Social Emotional Specialist



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### Integration of Technology through NJSLs (H)

<b>Standard</b>	<b>8.1 Educational Technology: 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.</b>
<b>A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>	
8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
<b>B. Creativity and Innovation:</b> <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>	
8.1.2.B.1	Illustrate and communicate original ideas and stories using multiple digital tools and resources.
<b>C. Communication and Collaboration:</b> <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others</i>	
8.1.2.C.1	Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media
<b>D. Digital Citizenship:</b> <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>	
8.1.2.D.1	Develop an understanding of ownership of print and nonprint information.
<b>E: Research and Information Fluency:</b> <i>Students apply digital tools to gather, evaluate, and use information.</i>	
8.1.2.E.1	Use digital tools and online resources to explore a problem or issue.
<b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: 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.</b>	
<b>A. The Nature of Technology: Creativity and Innovation</b> <i>Technology systems impact every aspect of the world in which we live.</i>	
<ul style="list-style-type: none"> <li>● <b>8.2.2.A.2-</b> Describe how designed products and systems are useful at school, home and work.</li> </ul>	
<b>B. Technology and Society:</b> <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>	
<ul style="list-style-type: none"> <li>● <b>8.2.2.B.4-</b> Identify how the ways people live and work has changed because of technology.</li> </ul>	

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### Suggestions for Interdisciplinary Connections in Health & Physical Education **(F)**

Below are examples of ways to reinforce core content and cross curricular activities in physical education and health education classes. This is an effort to support other content areas while meeting the NJSLs for Health and Physical Education. The key is find innovative ways to reinforce the core material while keeping working towards the goal of teaching the skills and concepts related to evolving lifelong movers. Kinesthetic learning is a great way for Health and Physical Education to assist the other content areas.

<u>Subject Area</u>	<u>Activities/Task</u>	<u>Standard</u>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>● Obesity in other states</li> </ul>	<ul style="list-style-type: none"> <li>● 6.1.4.A.15</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>● Counting activities</li> <li>● Adding/Subtracting activities</li> <li>● Measurements</li> </ul>	<ul style="list-style-type: none"> <li>● K.CC, K.OA, K.MD</li> <li>● 1.MD, 1.NBT</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>● Fitness Dance (Zumba, Line Dancing, etc)</li> </ul>	<ul style="list-style-type: none"> <li>● 1.3.P.A.1-1.3.P.A.6</li> </ul>
<b>World Language</b>	<ul style="list-style-type: none"> <li>● Sports in other countries</li> <li>● Counting in target language</li> </ul>	<ul style="list-style-type: none"> <li>● Cultural Practices in               <ul style="list-style-type: none"> <li>○ 7.1.NM</li> </ul> </li> </ul>

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**K-2 Health & Physical Education**

**Pacing Guide (E)**

<b><u>Topics/Standards</u></b>	<b><u>Weeks</u></b>	<b><u>Days</u></b>
<b>2.1 Wellness</b>	First Trimester→ First Set of Six Weeks	30 Days
<b>2.2 Interpersonal Communication</b>	First Trimester→ Second Set of Six Weeks	30 Days
<b>2.3 Drugs and Medicines</b>	Second Trimester→ Third Set of Six Weeks	30 Days
<b>2.4 Human Relationships &amp; Sexuality</b>	Second Trimester→ Fourth Set of Six Weeks	30 Days
<b>2.5 Motor Skill Development</b>	Third Trimester→ Fifth Set of Six Weeks	30 Days
<b>2.6 Fitness</b>	Third Trimester→ Sixth Set of Six Weeks	30 Days

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### Suggested Assessments in Health and Physical Education (C)

Suggestions for Benchmark Assessments	Suggestions for Alternative Assessments
<p><i>Benchmark assessments will take place 2-3 times per school year (The goal is to complete one benchmark per trimester)</i></p>	
<ul style="list-style-type: none"> <li>● Fitness Skill Check (ie- cardiovascular endurance, muscular endurance)</li> <li>● Motor Skill Development Skill Check (ie- Locomotor, Manipulative)</li> <li>● Assignments or project based activities geared towards measuring student proficiency in the appropriate grade level standard (ie- Myplate assignment that allows a student to explain how foods on MyPlate differ in nutritional content and value- 2.1.2.B.2 )</li> </ul>	<ul style="list-style-type: none"> <li>● Project</li> <li>● Presentation</li> <li>● Comic Strip</li> <li>● Brochure</li> <li>● Survey</li> <li>● Collage</li> <li>● Using magazines, students can cut up and paste</li> <li>● Journal</li> <li>● Trivia Game</li> </ul>
Suggestions for Formative Assessments	Suggestions for Summative Assessments
<ul style="list-style-type: none"> <li>● Observations</li> <li>● Homework</li> <li>● Reflection journals</li> <li>● Question and answer sessions</li> <li>● Conferences between student and teacher</li> <li>● In class activities where students informally present their results</li> <li>● Student feedback by answering questions about the instruction</li> <li>● Self evaluation of performance and progress</li> </ul>	<ul style="list-style-type: none"> <li>● Exams</li> <li>● Projects</li> <li>● Portfolios</li> <li>● Post Skills Tests</li> <li>● End of unit presentations</li> <li>● Journals</li> <li>● Skill Labs</li> <li>● Fitness Logs</li> </ul>

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### K-2 Health & Physical Education

#### Curriculum Overview Chart

*The curriculum overview chart provides the teacher with a layout strategies, activities, and assessments geared towards the NJSL standards and Cumulative Progress Indicators. The Scope and Sequence column provides the teacher with an idea of when the student learning objective should be introduced, reinforced, or assessed.*

<b>Grades K-2</b>			
<b>Health &amp; Physical Education</b>			
<i>Topics within the curriculum cover movement education, cooperative activities, fitness skills and concepts, individual activities, and team activities.</i>			
<b><u>KINDERGARTEN</u></b>			
<b><u>Standard 2.1 Wellness</u></b>			
<b><u>NJSLS</u></b>	<b><u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u></b>	<b><u>Scope and Sequence</u></b>	<b><u>Strategies/Activities/Assessments</u></b>
	<b><u>The student will:</u></b>		
2.1.2	<b>A. Personal Growth and Development</b> 1. explain what being “well” means and identify self care practices that support wellness. 2. use correct terminology to identify body parts, and explain how body parts work together to support wellness.	Intro	<ul style="list-style-type: none"> <li>● Define wellness</li> <li>● Brainstorm ways to maintain health</li> <li>● Model teeth brushing, flossing, gargling</li> <li>● Cover sneezes and coughs, hand washing</li> <li>● Dentist/Doctor visit</li> <li>● Complete wellness handouts</li> <li>● Circle wellness behaviors on chart</li> <li>● Describe/List similarities and differences</li> <li>● Simon Says – body parts</li> <li>● Complete body part handout</li> </ul>

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2.1.2	<p><b>B. Nutrition</b></p> <ol style="list-style-type: none"> <li>1. explain why some foods are healthier to eat than others.</li> <li>2. explain how foods in the MyPlate differ in nutritional content and value.</li> <li>3. summarize information about food found on product labels.</li> </ol>	Intro	<ul style="list-style-type: none"> <li>● Introduce MyPlate <a href="http://myplate.gov">myplate.gov</a></li> <li>● Eat a rainbow!</li> <li>● Discuss healthy/unhealthy foods</li> <li>● Analyze snacks and lunch menus</li> <li>● Examine food labels</li> <li>● Identify food groups – sort pictures of food</li> </ul>
2.1.2	<p><b>C. Diseases and Health Conditions</b></p> <ol style="list-style-type: none"> <li>1. summarize symptoms of common diseases and health conditions.</li> <li>2. summarize strategies to prevent the spread of common diseases and health conditions.</li> <li>3. determine how personal feelings can affect one's wellness.</li> </ol>	Intro	<ul style="list-style-type: none"> <li>● Discuss illness and what Doctor's do</li> <li>● Explain clean and healthy habits</li> <li>● List characteristics of illness or sickness</li> <li>● Demonstrate disease prevention skills</li> <li>● Model positive health traits</li> <li>● Identify ways to prevent illness</li> <li>● Locate body parts affected by illness</li> <li>● Circle appropriate health behaviors</li> <li>● Identify differences between communicable and non-communicable diseases</li> </ul>
2.1.2	<p><b>D. Safety</b></p> <ol style="list-style-type: none"> <li>1. identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</li> <li>2. differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> <li>3. identify procedures associated with pedestrian, bicycle, and traffic safety.</li> <li>4. Being unique, communication, making decision,</li> </ol>	Intro	<ul style="list-style-type: none"> <li>● Safety town – Bike safety</li> <li>● Bus and car safety</li> <li>● Traffic signals, emergency vehicles</li> <li>● Fire drills, bus evacuation drills</li> <li>● Recommend safe helmet practices</li> <li>● Practice address, phone number, 9-1-1</li> <li>● Discuss finding help</li> <li>● Model basic first aid for cuts and scrapes</li> <li>● Describe dangers of blood and body fluids</li> <li>● Discuss/model good safe touches</li> <li>● Use puppets to role play</li> <li>● Construct list of trusted adults for help</li> <li>● Make a safety poster</li> <li>● Officer Friendly visitation</li> <li>● Color and identify safe choices worksheet</li> <li>● Show labels of household products-poison</li> <li>● Summarize safe use of medicines</li> </ul>

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2.1.2	<p><b>E. Social and Emotional Health</b></p> <ol style="list-style-type: none"> <li>1. identify basic social and emotional needs of all people.</li> <li>2. determine possible causes of conflict between people and appropriate ways to prevent and resolve conflict.</li> <li>3. explain healthy ways of coping with common stressful situations experience by children.</li> </ol>	Intro	<ul style="list-style-type: none"> <li>● Committee for Children-2<sup>nd</sup> Step Program</li> <li>● Describe a normal day and what is done</li> <li>● Match/circle basic human needs worksheet</li> <li>● Role play emotions and explain</li> <li>● Model empathy and sympathy</li> <li>● Draw faces to express emotions</li> <li>● Display positive and negative emotions</li> </ul>
<b>Standard 2.2 Interpersonal Communication</b>			
2.2.2	<p><b>A. Interpersonal Communication</b></p> <ol style="list-style-type: none"> <li>1. express needs, wants, and feelings in health- and safety-related situations.</li> </ol>	Intro	<ul style="list-style-type: none"> <li>● List health information services and sources</li> <li>● Compare current health issues</li> <li>● Role play refusal skills in various situations</li> <li>● Practice good listening habits</li> <li>● Simulate proper speaking &amp; listening skills</li> <li>● Describe a variety of feelings</li> </ul>
2.2.2	<p><b>A. Interpersonal Communication</b></p> <ol style="list-style-type: none"> <li>1. express needs, wants, and feelings in health- and safety-related situations.</li> </ol>	Intro	<ul style="list-style-type: none"> <li>● List health information services and sources</li> <li>● Compare current health issues</li> <li>● Role play refusal skills in various situations</li> <li>● Practice good listening habits</li> <li>● Simulate proper speaking &amp; listening skills</li> <li>● Describe a variety of feelings</li> </ul>
2.2.2	<p><b>B. Decision Making and Goal Setting</b></p> <ol style="list-style-type: none"> <li>1. explain what a decision is and why it is advantageous to think before acting.</li> <li>2. relate decision making by self and others to one's health</li> <li>3. determine ways parents, peers, technology, culture, and the media influence health decisions.</li> </ol>	Intro	<ul style="list-style-type: none"> <li>● List good decision making steps</li> <li>● Describe positive and negative effects</li> <li>● Identify people that can be trusted for advice</li> <li>● Talk about good and bad health sources</li> <li>● Create a chart with student's goals</li> <li>● Record progress towards a goal</li> <li>● Predict success of a wellness goal</li> </ul>

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	4. select a personal health goal and explain why setting a goal is important.		
2.2.2	<b>C. Character Development</b> 1. explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. 2. identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	Intro	<ul style="list-style-type: none"> <li>● Follow character education lessons</li> <li>● Introduce the pillars of character</li> <li>● Model components of character</li> </ul>
2.2.2	<b>D. Advocacy and Service</b> 1. determine the benefits for oneself and others of participating in a class or school service activity.	Intro	<ul style="list-style-type: none"> <li>● List leaders in home, school and society</li> <li>● Discuss principles of teamwork</li> <li>● Have class brainstorm and problem solve</li> <li>● Demonstrate cooperation and teamwork</li> <li>● Describe feelings while helping others</li> <li>● Demonstrate tolerance in conversation</li> <li>● Brainstorm ideas for service activities</li> </ul>
2.2.2	<b>E. Health Services and Information</b> 1. determine where to access home school, and community health professionals.	Intro	<ul style="list-style-type: none"> <li>● List community helpers and health workers</li> <li>● Explain how they contribute to society</li> <li>● Draw sources of help in your neighborhood</li> <li>● Design a list of community helpers</li> <li>● Recognize the variety of health services</li> <li>● Invite guest speaker</li> </ul>
<b>Standard 2.3 Drugs and Medicines</b>			
2.3.2	<b>A. Medicines</b> 1. explain what medicines are and when some types of medicines are used. 2. explain why medicines should be administered as directed.	Intro	<ul style="list-style-type: none"> <li>● Display different types of medicines</li> <li>● Explain the importance of adult supervision</li> <li>● Discuss harmful effects of misuse</li> <li>● Follow doctor's recommendations</li> <li>● List safety concerns when taking meds</li> </ul>
2.3.2	<b>B. Alcohol, Tobacco and Other Drugs</b> 1. identify ways that drugs can be abused. 2. explain effects of tobacco use on personal hygiene, health, and safety. 3. explain why tobacco smoke is harmful to nonsmokers.	Intro	<ul style="list-style-type: none"> <li>● Identify alcohol, tobacco and other drugs</li> <li>● Explain effects of tobacco on the body</li> <li>● Discuss the dangers of smoking and fire</li> <li>● Describe difference of habits and addiction</li> <li>● Explain the negative effects of alcohol</li> <li>● List harmful substances and prioritize</li> </ul>



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	<p>4. identify products that contain alcohol.</p> <p>5. list substances that should never be inhaled and explain why.</p>		<ul style="list-style-type: none"> <li>● Locate dangerous chemicals at home</li> <li>● Explain safety concerns around chemicals</li> <li>● List available health services for help</li> <li>● Nurse visitation</li> </ul>
2.3.2	<p><b>C. Dependency/Addiction and Treatment</b></p> <p>1. recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2. explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>	Intro	<ul style="list-style-type: none"> <li>● Define dependency and addiction</li> <li>● Discuss making wise decisions</li> <li>● List and practice healthful life skills</li> <li>● Guidance counselor visit</li> </ul>
<b>Standard 2.4 Human Relationships and Human Sexuality</b>			
2.4.2	<p><b>A. Relationships</b></p> <p>1. compare and contrast different kinds of families locally and globally.</p> <p>2. distinguish the roles and responsibilities of different family members.</p>	Intro	<ul style="list-style-type: none"> <li>● Draw a family picture and explain</li> <li>● Make a family photo album and describe</li> <li>● Discuss familial differences/similarities</li> <li>● List and discuss family responsibilities Identify family resources in time of need</li> </ul>
2.4.2	<p><b>B. Sexuality</b></p> <p>1. compare and contrast the physical differences and similarities of the genders.</p>	Intro	<ul style="list-style-type: none"> <li>● Explain gender differences/similarities</li> <li>● Compare humans to other species</li> <li>● List and explain living/non-living things</li> </ul>
2.4.2	<p><b>C. Pregnancy and Parenting</b></p> <p>1. explain the factors that contribute to a mother having a healthy baby.</p>	Intro	<ul style="list-style-type: none"> <li>● Display and discuss baby photos</li> <li>● Create a timeline from birth to kindergarten</li> <li>● Define the word dependent</li> <li>● Make a list of infants' needs</li> </ul>
<b>Standard 2.5 Motor Skill Development</b>			
2.5.2	<p><b>A. Movement Skills and Concepts</b></p> <p>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. demonstrate changes in time, force, and flow while moving in personal and general space</p>	Intro	<ul style="list-style-type: none"> <li>● Introduce basic locomotor movements</li> <li>● Run, hop, skip, jog, jump, walk, and crawl</li> <li>● Fast, slow, high and low, forward and back</li> <li>● To music and/or to teacher signal</li> <li>● Apply changes to movements</li> <li>● Put several movements together</li> <li>● Model movements of body parts</li> <li>● Apply changes to movement</li> <li>● Display balance and personal space</li> </ul>

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	<p>at different levels, directions, ranges, and pathways.</p> <p>3. respond in movement to changes in tempo, beat, rhythm, or musical style.</p> <p>4. correct movement errors in response to feedback.</p>		<ul style="list-style-type: none"> <li>● Display knowledge of personal space</li> <li>● Change speeds, levels, and directions</li> <li>● Assist/instruct a classmate in movement</li> <li>● Mix intensity levels and skill combinations</li> <li>● Move in relationship to others or something</li> <li>● Describe feelings when moving to music</li> <li>● Manipulate balls, hoops, ropes &amp; beanbags</li> <li>● Correct errors following feedback</li> <li>● Create individual movements</li> </ul>
2.5.2	<p><b>B. Strategy</b></p> <p>1. differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</p> <p>2. explain the difference between offense and defense.</p> <p>3. determine how attitude impacts physical performance.</p> <p>4. demonstrate strategies that enable team members to achieve goals.</p>	Intro	<ul style="list-style-type: none"> <li>● Demonstrate cooperative behaviors</li> <li>● Display good sportsmanship</li> <li>● Discuss competition and teamwork</li> </ul>
2.5.2	<p><b>C. Sportsmanship, Rules, and Safety</b></p> <p>1. explain what it means to demonstrate good sportsmanship.</p> <p>2. demonstrate how basic activity and safety rules and explain how they contribute to moving in a safe environment.</p>	Intro	<ul style="list-style-type: none"> <li>● Character Education Resources</li> <li>● Define sportsmanship</li> <li>● Model good sportsmanship</li> <li>● Role play situations of poor sportsmanship</li> <li>● Explain the value of safety rules</li> <li>● Draw examples of good sportsmanship</li> <li>● Identify how health aids performance</li> <li>● List examples of safety rules</li> <li>● Choose activities that you like and dislike</li> <li>● Describe the health benefits of activity</li> </ul>
<b>Standard 2.6 Fitness</b>			
2.6.2	<p><b>A. Fitness and Physical Activity</b></p> <p>1. explain the role of regular physical activity in relation to personal health.</p>	Intro	<ul style="list-style-type: none"> <li>● Define fitness and good health</li> <li>● Draw activities that develop personal fitness</li> <li>● List benefits of being personally fit</li> <li>● Demonstrate safe ways to exercise</li> </ul>

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<p>2. explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p> <p>3. develop a fitness goal and monitor progress towards achievement of the goal.</p>		<ul style="list-style-type: none"> <li>● Find your heart/pulse after exercise</li> <li>● Explain heavy breathing after exercise</li> <li>● Describe the value of regular activity</li> <li>● Circle healthy activities on a worksheet</li> </ul>
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<b>Grades K-2</b>			
<b>Health &amp; Physical Education</b>			
<b><u>FIRST GRADE</u></b>			
<b>Standard 2.1 Wellness</b>			
<u>NJSLS</u>	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
	<b><u>The student will:</u></b>		
2.1.2	<p><b>A. Personal Growth and Development/ Life skills</b></p> <p>1. explain what being “well” means and identify self care practices that support wellness.</p> <p>2. use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	Reinforce	<ul style="list-style-type: none"> <li>● Create proper hygiene chart</li> <li>● Draw a personal journal of health habits</li> <li>● Research hygiene on the internet</li> <li>● Match clothing to weather conditions</li> <li>● Discuss proper attire for a variety of situations</li> <li>● Review the five senses</li> <li>● Discuss major organs</li> <li>● Locate bones and body parts</li> <li>● Discuss similar/dissimilar characteristics</li> </ul>
2.1.2	<p><b>B. Nutrition</b></p> <p>1. explain why some foods are healthier to eat than others.</p> <p>2. explain how foods in the MyPlate differ in nutritional content and value.</p> <p>3. summarize information about food found on product labels.</p>	Reinforce	<ul style="list-style-type: none"> <li>● Reinforce MyPlate <a href="http://myplate.gov">myplate.gov</a></li> <li>● Use food flash cards or pictures</li> <li>● Create healthy meals by group</li> <li>● Plan healthy meals</li> <li>● Use toy foods to practice shopping</li> <li>● Make collages of healthy/unhealthy foods</li> <li>● Examine food labels of snack foods</li> </ul>

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2.1.2	<p><b>C. Diseases and Health Conditions</b></p> <ol style="list-style-type: none"> <li>1. summarize symptoms of common diseases and health conditions.</li> <li>2. summarize strategies to prevent the spread of common diseases and health conditions.</li> <li>3. determine how personal feeling can affect one's health.</li> </ol>	Reinforce	<ul style="list-style-type: none"> <li>● In groups discuss how we feel when sick</li> <li>● Brainstorm ideas to help one feel better</li> <li>● Compare and contrast communicable and non-communicable diseases(examples)</li> <li>● Identify symptoms of common illnesses</li> <li>● Nurse visitation</li> <li>● Model disease prevention skills</li> <li>● List/draw good disease prevention habits</li> <li>● Discuss germ prevention strategies</li> </ul>
2.1.2	<p><b>D. Safety</b></p> <ol style="list-style-type: none"> <li>1. identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</li> <li>2. differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> <li>3. identify procedures associated with pedestrian, bicycle, and traffic safety.</li> </ol>	Reinforce	<ul style="list-style-type: none"> <li>● Introduce safety concepts on computers</li> <li>● Draw pictures of safe behaviors</li> <li>● Create poem with the letters SAFETY</li> <li>● Stranger Danger Program - LEAD</li> <li>● Model basic first aid procedures</li> <li>● Create an emergency card for the home</li> <li>● Review blood and body fluid dangers</li> <li>● Officer Friendly visit</li> <li>● Guidance counselor visit</li> <li>● Explain differences of good/bad/confusing touches</li> <li>● List and explain proper stranger safety</li> <li>● Select safe and unsafe household chemicals</li> </ul>
2.1.2	<p><b>E. Social and Emotional Health/ Conflict resolution</b></p> <ol style="list-style-type: none"> <li>1. identify basic social and emotional needs of all people.</li> <li>2. determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</li> <li>3. explain healthy ways of coping with common stressful situations experienced by children.</li> </ol>	Reinforce	<ul style="list-style-type: none"> <li>● Committee for Children-2<sup>nd</sup> Step Program</li> <li>● Explain difference between needs &amp; wants</li> <li>● Draw and explain basic human needs</li> <li>● Find pictures of people showing emotions</li> <li>● Draw and discuss different emotions</li> <li>● Role play ways to express emotions</li> <li>● Read and discuss a book on conflict</li> <li>● Brainstorm solutions</li> <li>● Practice Win/Win guidelines</li> </ul>

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### 2.2 Integrated Skills

<u>NJSLS</u>	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
	<b>The student will:</b>		
2.2.2	<b>A. Interpersonal Communication/ Conflict resolution</b> 1. express needs, wants, and feelings in health- and safety-related situations.	Reinforce	<ul style="list-style-type: none"> <li>● Explore health information on the computer</li> <li>● Bring in articles and stories on health</li> <li>● Discuss opinions and ideas on these stories</li> <li>● Present components of refusal skills</li> <li>● Role play situations using these skills</li> <li>● Exhibit appropriate communication skills</li> </ul>
2.2.2	<b>B. Decision Making and Goal Setting</b> 1. explain what a decision I and why it is advantageous to think before acting. 2. relate decision-making by self and others to one's	Reinforce	<ul style="list-style-type: none"> <li>● List important steps in making decisions</li> <li>● Describe positive and negative effects</li> <li>● Locate and list people who can be trusted</li> <li>● Discuss good and bad health information</li> </ul>
2.2.2	<b>C. Character Development/Life skills</b> 1. explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. 2. identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	Reinforce	<ul style="list-style-type: none"> <li>● Refer to character education curriculum</li> <li>● Steps to Respect</li> <li>● Pillars of Character</li> </ul>
2.2.2	<b>D. Advocacy and Service</b> 1. determine the benefits for oneself and others of participating in a class or school service activity.	Reinforce	<ul style="list-style-type: none"> <li>● Identify leaders at home, school, and in society</li> <li>● TEAM – together everyone achieves more</li> <li>● Practice teamwork and communication skills</li> <li>● Write or draw positive examples cooperation</li> <li>● Repeat and clarify others' ideas</li> <li>● List potential ideas for service activities</li> <li>● Examine feelings when helping others</li> </ul>
2.2.2	<b>E. Health Services and Information</b> 1. determine where to access home, school, and community health professionals.	Reinforce	<ul style="list-style-type: none"> <li>● Categorize community health services and careers</li> <li>● Explore health occupations on the computer</li> <li>● Locate and list helpful organizations</li> <li>● Find sources of help in your neighborhood</li> </ul>

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### 2.3 Drugs and Medicines

<u>NJSLS</u>	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
	<b>The student will:</b>		
2.3.2	<b>A. Medicines</b> 1. explain what medicines are and when some types of medicines are used. 2. explain why medicines should be administered as directed.	Reinforce	<ul style="list-style-type: none"> <li>● Discuss different types of medicines</li> <li>● Role play situations requiring medication</li> <li>● Recall the importance of adult supervision</li> <li>● Explain how medicines can be helpful</li> <li>● Discuss dangers of medication use</li> <li>● Apply safety concerns when taking medicine</li> <li>● Nurse visitation</li> </ul>
2.3.2	<b>B. Alcohol, Tobacco and Other Drugs</b> 1. identify ways that drugs can be abused. 2. explain effects of tobacco use on personal hygiene, health, and safety. 3. explain why tobacco smoke is harmful to nonsmokers. 4. identify products that contain alcohol. 5. list substances that should never be inhaled and explain why.	Reinforce	<ul style="list-style-type: none"> <li>● Contrast good and bad drugs</li> <li>● Discuss why people use drugs</li> <li>● Draw poster on the dangers of drugs</li> <li>● Make “No Smoking” posters in class</li> <li>● Organize a “dizzy bat” exercise</li> <li>● Discuss dangers of being impaired</li> <li>● Label empty bottles for safety and danger</li> <li>● Sort containers in safe/danger categories</li> </ul>
2.3.2	<b>C. Dependency/Addiction and Treatment</b> 1. recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 2. explain that people who abuse alcohol, tobacco, and other drugs can get help.	Reinforce	<ul style="list-style-type: none"> <li>● Discuss control and self-control</li> <li>● LEAD Program</li> <li>● Role play making wise/safe decisions</li> <li>● Guidance/SAC counselor visitation</li> <li>● Draw pictures of people who help others</li> </ul>

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<b>2.4 Human Relationships and Sexuality</b>			
<u>NJSLS</u>	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
	<b><u>The student will:</u></b>		
2.4.2	<b>A. Relationships</b> 1. compare and contrast different kinds of families locally and globally. 2. distinguish the roles and responsibilities of different family members. 3. determine the factors that contribute to healthy relationships.	Reinforce	<ul style="list-style-type: none"> <li>● Compare and contrast family portraits</li> <li>● Define family members duties and roles</li> <li>● Explain how a family works together</li> <li>● Identify factors that add to family stress</li> <li>● Identify family resources in times of need</li> <li>● Draw activities you like to do with friends</li> <li>● Summarize ways to work with friends</li> <li>● Show ways to help a friend who is sad</li> <li>● List qualities of a good friend</li> </ul>
2.4.2	<b>B. Sexuality</b> 1. compare and contrast the physical differences and similarities of the genders.	Reinforce	<ul style="list-style-type: none"> <li>● Describe gender differences/similarities</li> <li>● Discuss the traits of each gender</li> </ul>
2.4.2	<b>C. Pregnancy and Parenting</b> 1. explain the factors that contribute to a mother having a healthy baby.	Reinforce	<ul style="list-style-type: none"> <li>● Describe proper care for infants &amp; children</li> <li>● List human needs in order of importance</li> <li>● Compare and contrast dependence and independence</li> </ul>

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### 2.5 Motor Skill Development

<u>NJSLS</u>	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
	<b><u>The student will:</u></b>		
2.5.2	<b>A. Movement Skills and Concepts</b> 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. demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways. 3. respond in movement to changes in tempo, beat, rhythm, or musical style. 4. correct movement errors in response to feedback.	Reinforce	<ul style="list-style-type: none"> <li>● Model locomotor and non-locomotor movements</li> <li>● Practice a variety movement skills</li> <li>● Transition from movement to movement</li> <li>● Control balance and speed when moving</li> <li>● Follow commands when moving</li> <li>● Change tempo, beat, rhythm and force</li> <li>● Show variation in speed, effort and vigor</li> <li>● Develop skills with a partner</li> <li>● Manipulate objects with proficiency</li> <li>● React to feedback and instructions</li> <li>● Model creativity by using movement</li> <li>● Move in different levels and/or planes</li> <li>● Show changes is direction, paths and speed</li> <li>● Move individually and collectively</li> <li>● Define and demonstrate personal space</li> <li>● Adjust movement to verbal and visual cues</li> <li>● Explain and show movement vocabulary</li> </ul>
2.5.2	<b>B. Strategy</b> 1. differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities. 2. explain the difference between offense and defense. 3. determine how attitude impacts physical performance. 4. demonstrate strategies that enable team members to achieve goals.	Reinforce	<ul style="list-style-type: none"> <li>● Experience cooperative group activities</li> <li>● Work with a partner or in a group</li> <li>● Explain team strategy</li> <li>● Discuss cooperation</li> <li>● Display good sportsmanship</li> <li>● Assess your team's performance</li> <li>● Experience offensive and defensive strategies</li> </ul>



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2.5.2	<b>C. Sportsmanship, Rules, and Safety</b> 1. explain what it means to demonstrate good sportsmanship. 2. demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	Reinforce	<ul style="list-style-type: none"> <li>● Character Education Resources</li> <li>● List factors associated with sportsmanship</li> <li>● Explain why safety rules are necessary</li> <li>● Demonstrate safe and healthy practices</li> <li>● Explain the health benefits of activity</li> <li>● Demonstrate healthy activities</li> </ul>
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Standard 2.6 Fitness			
<u>NJSLS</u>	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
2.6.2	<b>A. Fitness and Physical Activity</b> 1. explain the role of regular physical activity in relation to personal health. 2. explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 3. develop a fitness goal and monitor progress towards achievement of the goal	Reinforce	<ul style="list-style-type: none"> <li>● Demonstrate activities for health and fitness</li> <li>● Vary the intensity of exercise and activity</li> <li>● Find your pulse after exhibiting effort</li> <li>● Discuss benefits of exercise and activity</li> <li>● Discuss how regular activity aids wellness</li> <li>● Display a variety of skills during activity \</li> <li>● Compare and contrast heart-rate before during, and after vigorous play or activity</li> <li>● List or draw a fitness goal for good health</li> </ul>

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<u>SECOND GRADE</u>			
Standard 2.1 Wellness			
<u>NJSLS</u>	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
	<b>The student will:</b>		
2.1.2	<b>A. Personal Growth and Development</b> 1. explain what being “well” means and identify self care practices that support wellness. 2. use correct terminology to identify body parts, and explain how body parts work together to support wellness.	Assess	<ul style="list-style-type: none"> <li>● Create class teams and answer questions for team points</li> <li>● Describe health promotion and disease prevention strategies</li> <li>● Model proper attire for a variety of activities</li> <li>● List senses, organs and major bones and muscles</li> <li>● Identify differences/similarities in children</li> <li>● Place body parts in proper place</li> <li>● Explain body systems</li> </ul>
2.1.2	<b>B. Nutrition</b> 1. explain why some foods are healthier to eat than others. 2. explain how foods in the MyPlate differ in nutritional content and value. 3. summarize information about food found on product labels.	Assess	<ul style="list-style-type: none"> <li>● Compare and contrast healthy/unhealthy foods</li> <li>● Organize foods into pyramid colors</li> <li>● Eat a Rainbow! Myplate.gov</li> <li>● Interpret and analyze assorted food labels</li> <li>● Food as Fuel and Energy</li> </ul>
2.1.2	<b>C. Diseases and Health Conditions</b> 1. summarize symptoms of common diseases and health conditions. 2. summarize strategies to prevent the spread of common diseases and health conditions. 3. determine how personal feelings can affect one’s wellness.	Assess	<ul style="list-style-type: none"> <li>● Discuss disease prevention strategies</li> <li>● Write diseases and sort into category</li> <li>● Simulate common disease symptoms</li> <li>● Role play using disease prevention skills</li> <li>● Model positive health behaviors daily</li> </ul>

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2.1.2	<p><b>D. Safety</b></p> <ol style="list-style-type: none"> <li>1. identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</li> <li>2. differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</li> <li>3. identify procedures associated with pedestrian, bicycle, and traffic safety.</li> </ol>	Assess	<ul style="list-style-type: none"> <li>● List safety equipment by category</li> <li>● Bike, board, skate, car, bus, &amp; water safety</li> <li>● Report basic first aid skills &amp; calling for help</li> <li>● Demonstrate concern for body fluids</li> <li>● Display appropriate touch with classmates</li> <li>● State where to go for help when in trouble</li> <li>● Choose appropriate behaviors with others</li> <li>● Demonstrate knowledge of product safety</li> <li>● Identify places to go/call for help</li> </ul>
2.1.2	<p><b>E. Social and Emotional Health</b></p> <ol style="list-style-type: none"> <li>1. identify basic social and emotional needs of all people.</li> <li>2. determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</li> <li>3. explain healthy ways of coping with common stressful situations experience by children.</li> </ol>	Assess	<ul style="list-style-type: none"> <li>● Committee for Children-2<sup>nd</sup> Step Program</li> <li>● Relate feelings to human wants and needs</li> <li>● Display knowledge of empathy/sympathy</li> <li>● Role play situations in conflict resolution</li> <li>● Exhibit understanding of “Steps to Respect”</li> </ul>

<b>Standard 2.2 Interpersonal Communication</b>			
<u>NJSLS</u>	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
	<b>The student will:</b>		
2.2.2	<p><b>A. Interpersonal Communication</b></p> <ol style="list-style-type: none"> <li>1. express needs, wants, and feelings in health- and safety-related situations.</li> </ol>	Assess	<ul style="list-style-type: none"> <li>● List many health information sources</li> <li>● Construct opinions on health topics &amp; issues</li> <li>● State knowledge of refusal skills for safety</li> <li>● Debate classmates on health information</li> </ul>
2.2.2	<p><b>B. Decision Making and Goal Setting</b></p> <ol style="list-style-type: none"> <li>1. explain what a decision is and why it is advantageous to think before acting.</li> <li>2. relate decision-making by self and others to one's health.</li> </ol>	Assess	<ul style="list-style-type: none"> <li>● Name steps to take when making decisions</li> <li>● Describe peer pressure and its effects</li> <li>● Classify positive and negative peer pressure</li> </ul>

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	3. determine ways parents, peers, technology, culture, and the media influence health decisions. 4. select a personal health goal and explain why setting a goal is important.		<ul style="list-style-type: none"> <li>● Select personal health goal/s</li> <li>● Construct a plan to achieve wellness goal</li> <li>● Construct a plan to achieve a wellness goal</li> </ul>
2.2.2	<b>C. Character Development</b> 1. explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. 2. identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	Assess	<ul style="list-style-type: none"> <li>● Select appropriate Character Ed. Curriculum</li> <li>● Discuss diversity, equity, and tolerance</li> <li>● IDEA – equality for all</li> </ul>
2.2.2	<b>D. Advocacy and Service</b> 1. determine the benefits for oneself and others of participating in a class or school service activity.	Assess	<ul style="list-style-type: none"> <li>● Organize groups and rotate responsibilities</li> <li>● Classify factors affecting group performance</li> <li>● Follow guidelines to “Step to Respect”</li> <li>● Debate topics related to health and wellness</li> <li>● Compose lists of potential service activities</li> </ul>
2.2.2	<b>E. Health Services and Information</b> 1. determine where to access home, school, and community health professionals.	Assess	<ul style="list-style-type: none"> <li>● Compose list of community helpers</li> <li>● Discuss local career opportunities</li> <li>● Invite guest speakers</li> <li>● Summarize health services available</li> </ul>

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Standard 2.3 Drugs and Medicines			
NJSLS	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
	<b><u>The student will:</u></b>		
2.3.2	<b>A. Medicines</b> 1. explain what medicines are and when some type of medicines are used. 2. explain why medicines should be administered as directed.	Assess	<ul style="list-style-type: none"> <li>● Create a safety poster regarding medicines</li> <li>● Illustrate correct medicine uses</li> <li>● Paraphrase safe practices for medicines</li> </ul>
2.3.2	<b>B. Alcohol, Tobacco and Other Drugs</b> 1. identify ways that drugs can be abused. 2. explain effects of tobacco use on personal hygiene, health, and safety. 3. explain why tobacco smoke is harmful to nonsmokers. 4. identify products that contain alcohol. 5. list substances that should never be inhaled and explain why.	Assess	<ul style="list-style-type: none"> <li>● Discuss reasons to be “drug free”</li> <li>● Identify debilitating effects of tobacco</li> <li>● Discuss effects of “secondhand smoke”</li> <li>● List negative consequences of alcohol</li> <li>● Explore safety statistics on the internet</li> <li>● LEAD Curriculum</li> </ul>
2.3.2	<b>C. Dependency/Addiction and Treatment</b> 1. recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. 2. explain that people who abuse alcohol, tobacco, and other drugs can get help.	Assess	<ul style="list-style-type: none"> <li>● Report negative effects of dependency</li> <li>● Identify treatment alternatives for addiction</li> </ul>

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### Standard 2.4 Human Relationships and Sexuality

<u>NJSLS</u>	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
	<b><u>The student will:</u></b>		
2.4.2	<b>A. Relationships</b> 1. compare and contrast different kinds of families locally and globally. 2. distinguish the roles and responsibilities of different family members. 3. determine the factors that contribute to healthy relationships.	Assess	<ul style="list-style-type: none"> <li>● Create and compare family trees</li> <li>● Construct a chart with family responsibilities</li> <li>● List family health services available to all</li> <li>● Describe positive ways to make friends</li> <li>● Evaluate proper ways to show affection</li> </ul>
2.4.2	<b>B. Sexuality</b> 1. compare and contrast the physical differences and similarities of the genders.	Assess	<ul style="list-style-type: none"> <li>● Identify gender similarities/differences</li> </ul>
2.4.2	<b>C. Pregnancy and Parenting</b> 1. explain the factors that contribute to a mother having a healthy baby.	Assess	<ul style="list-style-type: none"> <li>● Compose a personal timeline and discuss</li> </ul>

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### Standard 2.5 Motor Skill Development

<u>NJSLS</u>	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
	<b><u>The student will:</u></b>		
2.5.2	<b>A. Movement Skills and Concepts</b> <ol style="list-style-type: none"> <li>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).</li> <li>2. demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> <li>3. respond in movement to changes in tempo, beat, rhythm, or musical style.</li> <li>4. correct movement errors in response to feedback.</li> </ol>	Assess	<ul style="list-style-type: none"> <li>● Move with proficiency to a variety of locomotor and non-locomotor skills</li> <li>● Demonstrate mature and fluid movement</li> <li>● Combine simple movements into sequences</li> <li>● Compose individual movement routines</li> <li>● Change speed, levels and directions</li> <li>● Mix skill combinations and intensity levels</li> <li>● Move in relation or conjunction with others</li> <li>● Manipulate objects oneself &amp; with a partner</li> <li>● Make adjustments in response to feedback</li> <li>● Create individual movement routines</li> <li>● Display interpretation through movement</li> <li>● Model movement through planes and levels</li> <li>● Redirect movement on command</li> <li>● Demonstrate use of rhythm, tempo &amp; force</li> <li>● Peer assess classmates or self assess</li> <li>● Write movement skills using terminology</li> </ul>
2.5.2	<b>B. Strategy</b> <ol style="list-style-type: none"> <li>1. differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.</li> <li>2. explain the difference between offense and defense.</li> <li>3. determine how attitude impacts physical performance.</li> <li>4. demonstrate strategies that enable team members to achieve goals.</li> </ol>	Assess	<ul style="list-style-type: none"> <li>● Explain different strategies relative to games</li> <li>● Differentiate between offense and defense</li> <li>● Model good sportsmanship</li> <li>● Engage in cooperative games and activities</li> <li>● Estimate one's attitude on performance</li> </ul>

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2.5.2	<b>C. Sportsmanship, Rules, and Safety</b> 1. explain what it means to demonstrate good sportsmanship. 2. demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	Assess	<ul style="list-style-type: none"> <li>● Character Education Resources</li> <li>● Model and explain safety concerns</li> <li>● Discuss the need for safety rules</li> <li>● Describe how safety rules aid performance</li> <li>● Estimate attitude's effect on performance</li> </ul>
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### Standard 2.6 Fitness

<u>NJSLS</u>	<u>Objective/Cluster Concepts/ Cumulative Progress Indicators (CPI's)</u>	<u>Scope and Sequence</u>	<u>Strategies/Activities/Assessments</u>
	<b><u>The student will:</u></b>		
2.6.2	<b>A. Fitness and Physical Activity</b> 1. explain the role of regular physical activity in relation to personal health. 2. explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness. 3. develop a fitness goal and monitor progress towards achievement of the goal.	Assess	<ul style="list-style-type: none"> <li>● Summarize feeling after exercise</li> <li>● Explain body changes during exercise</li> <li>● Calculate your pulse rate after exercise</li> <li>● Describe the benefits of proper exercise</li> <li>● State how exercise contributes to wellness</li> <li>● Display an interest in a variety of activities</li> <li>● Estimate heart rate based on an activity</li> <li>● Model the pursuit of a fitness goal</li> </ul>



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### **Core Instructional and Supplemental Material (D)**

- New Jersey Student Learning Standards. Comprehensive Health and Physical Education. <https://www.state.nj.us/education/aps/cccs/chpe/>
- HLC Program: A Behavioral-Health Curriculum for Grades K-5, Second Edition. 2nd Edition. Healthy Lifestyle Choices. 2011. <http://www.hlconline.org/hlc-behavioral-health-curriculum/>
- Association for Supervision and Curriculum Development. (2014). *The whole child*. Online: <http://www.wholechildeducation.org/>
- Centers for Disease Control and Prevention. (2009). *Health Education curriculum analysis tool*. Atlanta, GA: Author. Centers for Disease Control and Prevention. (2006). *Physical Education curriculum analysis tool*. Atlanta, GA: Author
- Centers for Disease Control and Prevention. National Health Education Standards. *National Health Education Standards*: Atlanta, GA: American Cancer Society. Online: <https://www.cdc.gov/healthyyouth/>
- Lohrmann, D. K. (2005). *Creating a healthy school*. Alexandria, VA: Association for Supervision and Curriculum Development
- National Association for Sport and Physical Education. (2014). *The Road to a lifetime of Physical Activity: National standards for Physical Education*. Reston, VA: American Alliance for Health, Physical Education, Recreation, and Dance.
- National Association of State Boards of Education. (2014). *Center for Safe and Healthy Schools*. Online: <http://www.nasbe.org/project/center-for-safe-and-healthy-schools>
- Partnership for 21st Century Skills. (2014). *Framework for 21st century learning*. Online: <http://www.p21.org/>

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**WEB RESOURCES:**

2.1 Wellness	2.2 Integrated Skills	2.3 Drugs and Medicine
<a href="http://www.discoveryhealth.com">www.discoveryhealth.com</a> <a href="http://www.myplate.gov">www.myplate.gov</a> <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="http://www.dole5aday.com">www.dole5aday.com</a> <a href="http://www.healthfinder.gov">www.healthfinder.gov</a> <a href="http://www.henrythehand.com">www.henrythehand.com</a> <a href="http://www.cdc.gov">www.cdc.gov</a>	<a href="https://www.healthyschoolsllc.com/">https://www.healthyschoolsllc.com/</a> <a href="http://goodcharacter.com">http://goodcharacter.com</a> <a href="http://www.dosomething.org/">www.dosomething.org/</a>	<a href="http://www.tobaccofree.org">www.tobaccofree.org</a> <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="http://www.americanheart.org">www.americanheart.org</a> <a href="http://www.health.org">www.health.org</a> <a href="http://medlineplus.gov/">http://medlineplus.gov/</a> <a href="http://www.chef.org">www.chef.org</a>
2.4 Human Relationships and Sexuality	2.5 Motor Skill Development	2.6 Fitness
<a href="http://www.bodyandmind">www.bodyandmind</a> <a href="http://www.answer.rutgers.edu">www.answer.rutgers.edu</a> <a href="http://www.healthteacher.com">www.healthteacher.com</a> <a href="http://www.cdc.gov/features/healthykids">www.cdc.gov/features/healthykids</a> <a href="http://www.urbanlegends@about.com">www.urbanlegends@about.com</a> <a href="http://www.pgschoolprograms.com/puberty">www.pgschoolprograms.com/puberty</a>	<a href="http://www.bodyandmind">www.bodyandmind</a> <a href="http://www.pelinks4u.org">www.pelinks4u.org</a> <a href="http://www.naspe.org">www.naspe.org</a> <a href="http://www.aahperd">www.aahperd</a> <a href="http://www.movingandlearning.com/">www.movingandlearning.com/</a> <a href="http://www.humankinetics.org">www.humankinetics.org</a>	<a href="https://openphysed.org/">https://openphysed.org/</a> <a href="http://www.fitness.gov">www.fitness.gov</a> <a href="http://www.greatactivities.net">www.greatactivities.net</a> <a href="http://www.pecentral">www.pecentral</a> <a href="http://www.teachpe.com/">www.teachpe.com/</a>