3-5 CHPE Unit - Wellness & Safety

Content Area: **Physical Education & Health**
Course(s):
Time Period: **Marking Period 1**
Length: **9 Weeks**
Status: **Published**

Unit Overview

This unit is intended to explore the following core ideas:

- Health is influenced by the interaction of body systems.
- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resiliency and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.
- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.
- Understanding the principals of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.
- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
- There are actions that individuals can take to help prevent diseases and stay healthy.
- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.
- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

Standards

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

- 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

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

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

- 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

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

- 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

- 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.

- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

- 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation

- 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.

- 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

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

- 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)

- 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias)

- 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

- 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
- 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.
- 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

Exemplar Learning Activities

Lessons within this unit will explore:

Dimensions of Wellness

Dignity and Respect Promotion

Identifying Health Services

Identifying Emergency Situations

Skills for Emergency Situations

Mental Health and It's Impact on Wellness

Acknowledging Unsafe Behaviors (e.g., Bicycle, Vehicle, Water)

Resolving Conflicts

Handling Emotions

Medicines & Other Drugs

Tobacco Prevention

Alcohol

Prevention Skills

Growth and Development

Diseases and Health Conditions (e.g. Lyme, cancer, diabetes)

Character Development

Addiction and Treatment

Materials

Core Materials:

- District provided materials
- 3 R Curriculum
- New Jersey PE Standards
- Spark Activities https://sparkpe.org/wscc/health-education

Supplemental Materials:

- Health and Phys Ed shared Google Drives
- Districted provided Boxlight and projector

Technology

Technology Literacy

9.4.5.DC.1: Explain the need for and use of copyrights.

Technology - Data & Analysis

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Exit Tickets
- Peer Assessment
- Self-Assessment

Summative Assessment

- Rubrics
- Peer Assessment
- Self-Assessment

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In-class support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In-class support with special assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

ELL

- Translation device/dictionary
- In class/ support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe

At-risk of Failure

- In-class/pull-out support with special ed teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit the number of questions
- Scribe

Gifted & Talented

- Independent projects

Interdisciplinary Connections

Connections to NJSLS - English Language Arts

- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2-PS1-4)
- W.2.8Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Connections to NJSLS - Mathematics

- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively. (2-PS1-2)
- MP.4 Model with mathematics. (2-PS1-1), (2-PS1-2)
- MP.5 Use appropriate tools strategically. (2-PS1-2)

Connections to NJSLS - Science

- K-2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- 3-5-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Connections to NJSLS - Social Studies

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Climate Change: Technology - Effects on the Natural World

- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.ETW.2: Identify the natural resources needed to create a product.
- 8.2.2.ETW.3: Describe or model the system used for recycling technology.
- 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global.

Connection to NJDOE SEL Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Historical figures in science and sports.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an

appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Bullying and respect for others.

Asian American and Pacific Islander Studies Legislation:

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and secondary school students.

DEI

Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards P.L. 2021 Ch 32.

NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk

Historical figures in science and sports.

Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem Solving:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.