

Hillsborough Township Public Schools Curriculum Map
 Course Title: K-4 Comprehensive Health and Physical Education



HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS

Office of Curriculum and Instruction

CURRICULUM MAP

COURSE TITLE	Comprehensive Health and Physical Education							
GRADE BAND	X	PreK-4		5-6		7-8		9-12
DEPARTMENT	Health and Physical Education							
REVISION DATE	July 2022							
BOE APPROVAL DATE	August 22, 2022							

COURSE OVERVIEW

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today’s students are continually faced with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSL-CHPE) to address the need for students to gain knowledge and skills in caring for themselves, to interact effectively with others, and to analyze the impact of choices and consequences.

The interdisciplinary and experiential nature of the Comprehensive Health and Physical Education (where rigorous academic concepts are coupled with real-world hands-on lessons) allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Social Studies, World Languages, Visual and Performing Arts, Computer Science & Design Thinking, and Career Readiness, Life Literacies, & Key Skills.

Understanding of Pacing PreK-4

Students in first through fourth grade meet two times each cycle for forty minutes. A cycle is six days. Pacing for each unit is broken down in minutes. Throughout the school year students will meet sixty times for Health and Physical Education class. When reviewing the pacing it will read as:

- 2-4 minutes *5/60

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During class for two to four minutes students will focus on a particular health component.

- 5-7 minutes *59/60

During class for five to seven minutes fitness will be the focus of the lesson.

- 20-30 minutes *59/60

During class for twenty to thirty minutes movement/skills will be the emphasis.

Students in Pre-School-Kindergarten meet one time each cycle for a total of thirty classes throughout the school year. Their pacing is adjusted accordingly.

*KEY:

5/60 = 5 out of 60 classes

3/30 = 3 out of 30 classes

59/60= 59 out of 60 classes

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UNIT OF STUDY	Personal Growth and Development
PACING	<ul style="list-style-type: none"> ● Minutes: 2-4 ● Grades: Pre-K: 3/30 ● Grades: 1-3: 6/60 ● Grade: 4: 1/60 (40 minutes) <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do we grow and evolve? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● How a person thinks, feels and cares influences their choices. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Develop and demonstrate an awareness of healthy habits (hand washing, clean tissues). ● Demonstrate independence when applying emerging self-help skills (brushing teeth, choosing clothes). ● Use of correct terminology to identify body parts. <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Discussion ● Quizzes ● Teacher observation ● Rubric sheet ● Game activities
Formative	<ul style="list-style-type: none"> ● Quiz ● Self-rubrics
Summative	<ul style="list-style-type: none"> ● Teacher Observation
Benchmark / Common	<ul style="list-style-type: none"> ● Observation of day to day learning ● Feedback from learning activities ● Apply skills in present time
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	

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Grades: PreK-2

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

Grades: 3-4

- 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).

Grade: 4 School Nurse/Health and Physical Educator

- 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- None.

Science

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- None.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- General Practitioners
- Nurse
- Health and Physical Educator

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

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- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- Shape America
- <https://kidshealth.org/>

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

UNIT OF STUDY	Pregnancy and Parenting
PACING	<ul style="list-style-type: none"> ● Minutes: 2-4 ● Grades: K: 3/30 ● Grades: 1-3: 6/60 ● Grade: 4: 5/60 <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How can we care for each other? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● All living things may have the capacity to reproduce. ● Discover factors which can impact families. ● Explain the factors that contribute to a mother having a healthy baby. ● Determine when a decision influences the health of oneself or other family members. ● Reproduction: to produce offspring (animals, plants, fish). 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Caring for a family (fish, animals, humans) ● Financial impact ● Food ● Shelter ● Emotional and mental health ● Preparation (creating a healthy caring environment) <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Question/Answer
Formative	<ul style="list-style-type: none"> ● Teacher observation
Summative	<ul style="list-style-type: none"> ● Teacher observation ● Question/Answer
Benchmark / Common	<ul style="list-style-type: none"> ● Learning conversations
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	

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Grades: K-2

- 2.1.2.PP.1: Define reproduction.
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- None.

Science

- DCI LS3.A: Inheritance of Traits: Young animals are very much, but not exactly like, their parents. Plants also are very much, but not exactly, like their parents.

Social Studies

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

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

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9.1-Personal Financial Literacy
<ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> ● None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> ● None.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> ● Biologist ● Obstetrician ● Veterinarian
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88 Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> ● Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management
<ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
Social Awareness
<ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
Relationship Skills
<ul style="list-style-type: none"> ● Establish and maintain healthy relationships

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- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- PE Central
- <https://kidshealth.org/>
- SHAPE America

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UNIT OF STUDY	Emotional Health
PACING	<ul style="list-style-type: none"> ● Minutes: 2-4 ● Grades: Pre-K: 3/30 ● Grades: 1-3: 6/60 ● Grade: 4: 5/60 ● Additional material disseminated by School Counselor <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What factors affect our mood? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● There are different ways individuals handle stress. ● Many factors influence how we think about ourselves. ● Many factors influence how we think about others. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Emotional, mental, psychological and social well being impacts an individual's emotional health. ● Emotionally healthy individuals develop coping mechanisms to resolve and gather positive outcomes. ● Develop strategies to respond to situations. ● Communicate feelings with confidence. ● Recognize support systems. <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Discussion ● Teacher observation ● Worksheet
Formative	<ul style="list-style-type: none"> ● Teacher Observation ● Question/Answer
Summative	<ul style="list-style-type: none"> ● Rubric ● Teacher Observation
Benchmark / Common	<ul style="list-style-type: none"> ● Learning conversations
NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS)	

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Must include the standard # & verbiage

Grades: PreK-2/School Counselor

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Grades: 3-4/School Counselor

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- None.

Science

- None.

Social Studies

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- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Psychologist
- Psychiatrist
- Health and Physical Educator
- School Counselor

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJ SEL *sub-competencies are listed that are addressed in this unit*

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior

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- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills

Relationship Skills

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- SHAPE America
- Society for Adolescent Health Medicine
(<https://www.adolescenthealth.org/Resources/Clinical-Care-Resources/Mental-Health/Mental-Health-Resources-For-Parents-of-Adolescents.aspx#Resources>)
- <https://kidshealth.org/>
- Coping skills for Kids (<https://copingskillsforkids.com/calming-anxiety>)

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UNIT OF STUDY	Social and Sexual Health
PACING	<ul style="list-style-type: none"> ● Minutes: 2-4 ● Grades: K: 3/30 ● Grades: 1-3: 6/60 ● Grade: 4: 5/60 ● Additional material disseminated by School Counselor <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do our feelings affect our health? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● How a person defines their self, feeling and problems is unique. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify different types of families and distinguish responsibilities family members may assume. ● Identify how making decisions can impact healthy relationships. ● Communicate and interact with others efficiently and respectfully. ● Connect with others in different environments. ● Experience a sense of belonging. ● Effect ways to problem solve. ● Respect and accept the differences of an individual. <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Discussion ● Quizzes ● Teacher observation ● Game activities
Formative	<ul style="list-style-type: none"> ● Quiz
Summative	<ul style="list-style-type: none"> ● Teacher Observation
Benchmark / Common	<ul style="list-style-type: none"> ● Observation of day to day learning ● Feedback from learning activities ● Apply skills in present time
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)	

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Must include the standard # & verbiage

Grades: K-2/School Counselor

- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

Grades: 3-4/School Counselor

- 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- None.

Science

- 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

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Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Psychologist
- General Practitioner
- Nurse
- School Counselor
- Social Worker

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

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- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

Resources

- Shape America
- <https://kidshealth.org/>

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

UNIT OF STUDY	Community Health Services and Support
PACING	<ul style="list-style-type: none"> ● Minutes: 2-4 ● Grades: Pre-K: 3/30 ● Grades: 1-3: 6/60 ● Grades: 4: 5/60 <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why is a clean environment important to our health? ● What steps can you take to get help in an emergency situation? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Effective communication may be a determining factor in the outcome of health- and safety-related situations. ● Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. ● Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others. ● Describe when and how to seek the proper help when oneself or others are experiencing a health emergency. ● Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. ● Describe when and how to seek the proper help when oneself or others are experiencing a health emergency. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Communicate ways to handle different emergency situations. ● Identify individuals who can be utilized to assist you with physical, mental and social health issues (e.g. feelings of sadness; school counselor, nurse, teacher). ● Communicate ways to express your feelings. ● Sharing examples of self-help (e.g. listen to music, go for a walk, talk to someone). ● Demonstrate and discuss ideas on environmental health. <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Discussion ● Quizzes ● Teacher observation ● Rubric sheet

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

	<ul style="list-style-type: none"> ● Game activities
Formative	<ul style="list-style-type: none"> ● Discussion ● Quiz ● Self-rubrics
Summative	<ul style="list-style-type: none"> ● Teacher observation ● Peer coaching
Benchmark / Common	<ul style="list-style-type: none"> ● Observation of day to day learning ● Feedback from learning activities ● Apply skills in present time

NEW JERSEY STUDENT LEARNING STANDARDS [\(NJSL\)](#)

Must include the standard # & verbiage

Grades: PreK-2

- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one’s feelings (e.g., family members, teachers, counselors, medical professionals).

Grades 3-4

- 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- None.

Science

- K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Non-profit Coordinator
- Health Care Worker
- Religious Leader

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

NJSEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Educator Resources

- Shape America
- <https://kidshealth.org/>
- <https://www.actionforhealthykids.org/>

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

UNIT OF STUDY	Movement Skills and Concepts
PACING	<ul style="list-style-type: none"> ● Minutes: 20-30 ● Grades: Pre-K: 30/30 ● Grades: 1-3: 60/60 ● Grades: 4: 59/60 <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why is movement essential for overall health? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Participating in regular physical activity, no matter what the form, allows individuals to feel comfortable and competent in movement skills. ● Describe various forms of movement. ● Physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports. ● Physical movement can be creative, enjoyable and rewarding. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Develop fine and gross motor skills. ● Demonstrate safety rules. ● Refine fine and gross motor skills. ● Understanding the body’s biomechanics (how we move, grow and mature). ● Execute proper etiquette and sportsmanship. ● Demonstrate essential elements of movement while performing locomotor, non-locomotor and manipulative skills. ● Combine accurate rhythm, coordination and movement. ● Demonstrate appropriate control when engaging in activity. ● Apply teacher and peer feedback during play. <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Discussion ● Teacher observation ● Worksheet ● Rubric
Formative	<ul style="list-style-type: none"> ● Teacher Observation ● Question/Answer

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

Summative	<ul style="list-style-type: none"> ● Rubric ● Teacher Observation
Benchmark / Common	<ul style="list-style-type: none"> ● Learning conversations

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

Grades: PreK-2

- 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).
- 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).
- 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.
- 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.
- 2.2.2.MSC.8: Explain the difference between offense and defense.

Grades: 3-4

- 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
- 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

Computer Science & Design Thinking

- 8.1.2.AP.4: Break down a task into a sequence of steps.

English Language Arts

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- 2.NBT.A.2 - Count within 1000; skip count by 5s, 10s and 100s.
- 2.NBT.B.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.MD.C.8 - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.

Science

- PS2.A: Forces and Motion Pushes and pulls can have different strengths and directions. (K-PS2-1), (K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1), (K-PS2-2)
- PS2.B: Types of Interactions When objects touch or collide, they push on one another and can change motion. (K-PS2-1)
- PS3.C: Relationship Between Energy and Forces A bigger push or pull makes things speed up or slow down more quickly. (secondary to K-PS2-1)
- 3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

Visual & Performing Arts

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
- 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.
- 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

World Languages

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

CAREERS ASSOCIATED WITH THIS UNIT

- Athlete
- Health and P.E. Teacher
- Coach
- Athletic Director

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- Sports Management
- Personal Trainer
- Physical Therapist
- Official

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- P.E. Central
- Shape America
- TeachPhysed - Benjamin Pirillo on youtube
- Phys. Ed. Review on youtube
- Go Noodle

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

UNIT OF STUDY	Physical Fitness
PACING	<ul style="list-style-type: none"> ● Minutes: 5-7 ● Grades: Pre-K: 30/30 ● Grades: 1-3: 60/60 ● Grades: 4: 59/60 <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What is physical fitness? ● Why is it important to be physically fit? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Fitness is a lifelong process not a product. ● Fitness is beneficial for a healthy life. ● The components of fitness contribute to our personal health. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Perform activities at multiple levels (low, moderate, high) without losing energy. ● Ability to move and perform to enhance personal health. ● Identifying the components of fitness (speed, agility, endurance, strength, balance). <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Discussion ● Quizzes ● Teacher observation ● Rubric sheet ● Game activities
Formative	<ul style="list-style-type: none"> ● Quiz ● Rubrics ● Self Evaluation
Summative	<ul style="list-style-type: none"> ● Teacher Observation ● Peer coaching
Benchmark / Common	<ul style="list-style-type: none"> ● Observation of day to day learning ● Feedback from learning activities ● Apply skills in present time

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

Grades: PreK-2

- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

Grades 3-4

- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
- 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- 8.1.2.AP.4: Break down a task into a sequence of steps.

English Language Arts

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- 2.NBT.A.2 - Count within 1000; skip count by 5s, 10s and 100s.

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- 2.NBT.B. 7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds
- 2.MD.C.8 - Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.

Science

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Visual & Performing Arts

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
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World Languages

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

CAREERS ASSOCIATED WITH THIS UNIT

- Personal Trainer
- Health and P.E. Teachers
- Coach

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)
 Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- SHAPE America
- PE Central
- <https://www.gophersport.com/resources>
- TeachPhysed - Benjamin Pirillo on youtube
- Phys. Ed. Review on youtube
- Go Noodle
- <https://classroomsinmotion/>

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

UNIT OF STUDY	Lifelong Fitness
PACING	<ul style="list-style-type: none"> ● Minutes: 5-7 ● Grades: Pre-K: 30/30 ● Grades: 1-3: 60/60 ● Grades: 4: 59/60 <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How is creating fitness habits beneficial to individuals? ● What can you do in your daily life which is related to fitness? ● What are the components of the cardiovascular system? ● What is cardiovascular fitness? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Progression, overload, and specificity are concepts used to develop all areas of health and skill related fitness. ● The specificity of each movement helps you avoid injury and allows you to train specific areas. ● Exercise should include a gradual progression of intensity and should be specific to training goals. The body will safely adapt to the load if these fitness principles are followed. ● Improving cardiovascular fitness will improve health and decrease illness. ● Cardiovascular fitness requires fitness of the heart, the lungs, muscles, blood and blood vessels. ● Wellness components. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Give examples of each component of health-related fitness. ● Maintain exercise for various time intervals (e.g. interval jump roping: 30 sec., 45 sec., 1 min.). ● Be able to find one's pulse and identify resting heart rate versus working heart rate. <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos, Kids Heart Challenge.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Discussion ● Teacher observation ● Worksheet
Formative	<ul style="list-style-type: none"> ● Teacher Observation

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

	<ul style="list-style-type: none"> ● Question/Answer
Summative	<ul style="list-style-type: none"> ● Rubric ● Teacher Observation
Benchmark / Common	<ul style="list-style-type: none"> ● Learning conversations

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

Grades PreK-2

- 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.
- 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.
- 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

Grades 3-4

- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).
- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- 8.1.2.AP.4: Break down a task into a sequence of steps.

English Language Arts

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- 2.NBT.A.2 - Count within 1000; skip count by 5s, 10s and 100s.
- 2.NBT.B. 7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

Science

- None.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Visual & Performing Arts

- 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
- 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.
- 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
- 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
- 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.
- 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

World Languages

- 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2-Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4-Life Literacies & Key Skills

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.

CAREERS ASSOCIATED WITH THIS UNIT

- Personal Trainer
- Health and Physical Educator
- Coach
- Sports Management Coordinator
- Physical Therapist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skill
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with other
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - *ELL, Special Education, Gifted, At Risk of Failure, 504*

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Educator Resources

- Shape America
- PE Central

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- <https://www.actionforhealthykids.org/>
- American Heart Association
- <https://classroomsinmotion.com/>

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

UNIT OF STUDY	Nutrition
PACING	<ul style="list-style-type: none"> ● Minutes: 2-4 ● Grades: Pre-K: 3/30 ● Grades: 1-3: 6/60 ● Grade: 4: 5/60 <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Why is eating all parts of the “Plate” essential for overall health? ● How does making healthy food choices affect my body? ● How does culture, allergies and food preparation affect my eating habits? ● How does the cost of food affect my eating choices? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Discover how nutrition impacts my overall health. ● Family tradition impacts our daily food eating habits. ● Food allergies impact our daily food eating habits. ● Food preparation impacts our daily food eating habits. ● Lifestyles impact the available of food choices. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify the five parts of My Plate. ● Explain how each part of the plate benefits our bodies. ● Explain food allergies and their impact on diet. ● Differentiate between healthy and unhealthy food choices. <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Discussion ● Quizzes ● Teacher observation ● Rubric sheet ● Game activities
Formative	<ul style="list-style-type: none"> ● Quiz ● Self-rubrics
Summative	<ul style="list-style-type: none"> ● Teacher Observation ● Peer coaching

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

Benchmark / Common	<ul style="list-style-type: none"> ● Observation of day to day learning ● Feedback from learning activities ● Apply skills in present time
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<u>Grades PreK-2</u>	
<ul style="list-style-type: none"> ● 2.2.2.N.1: Explore different types of foods and food groups. ● 2.2.2.N.2: Explain why some foods are healthier to eat than others. ● 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits. 	
<u>Grades 3-4</u>	
<ul style="list-style-type: none"> ● 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. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
<i>Computer Science & Design Thinking</i>	
<ul style="list-style-type: none"> ● None. 	
<i>English Language Arts</i>	
<ul style="list-style-type: none"> ● W.2.8 Recall information from experiences or gather information from provided sources to answer a question. ● SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. ● SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. ● RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. 	
<i>Mathematics</i>	
<ul style="list-style-type: none"> ● 2.NBT.A.2 - Count within 1000; skip count by 5s, 10s and 100s. ● 2.NBT.B. 7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds 	
<i>Science</i>	

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

CAREERS ASSOCIATED WITH THIS UNIT

- Nutritionist
- Trainer
- Dietitian
- Health Educator

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

NJ SEL sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – Cited print and electronic sources

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

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Resources

- PE Central
- Shape America
- <https://kidshealth.org/>
- [MyPlate.gov](https://www.nutrition.gov/topics/nutrition-life-stage)
- <https://www.nutrition.gov/topics/nutrition-life-stage>

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

UNIT OF STUDY	Personal Safety
PACING	<ul style="list-style-type: none"> ● Minutes: 2-4 ● Grades: Pre-K: 3/30 ● Grades: 1-3: 6/60 ● Grade: 4: 5/60 ● Additional material disseminated by school counselor <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● How do we stay safe when traveling? (e.g. bus, plane, cars, boats, bikes) ● What are home safety tips? ● How do you stay safe when outdoors? ● What is personal space? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Discover how the environment can impact personal health and safety. ● Identify potential hazards which exist in personal safety, in the school, in the community and globally. ● Express an understanding of how certain situations and/or unhealthy behaviors can lead to injury. ● Utilize trusted adults to feel safe and secure. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Brainstorm unsafe situations (home, school, community). ● Recognize one's and others thoughts, feelings and ideas. ● Identify appropriate ways to reduce and eliminate risk. ● Explore and identify personal space. <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Discussion ● Quizzes ● Teacher observation ● Rubric sheet ● Game activities
Formative	<ul style="list-style-type: none"> ● Quiz ● Self-rubrics
Summative	<ul style="list-style-type: none"> ● Teacher observation

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

Benchmark / Common	<ul style="list-style-type: none"> ● Observation of day to day learning ● Feedback from learning activities ● Apply skills in present time
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	
<u>Grades PreK-2</u> <ul style="list-style-type: none"> ● 2.3.2.PS1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. ● 2.3.2.PS2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). ● 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). ● 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). <p style="text-align: center;"><u>Grade: 1-2 School Counselor/Health and Physical Educator</u></p> <ul style="list-style-type: none"> ● 2.3.2.PS.5: Define bodily autonomy and personal boundaries. ● 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family. ● 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). ● 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse). <p style="text-align: center;"><u>Grades 3 and 4</u></p> <ul style="list-style-type: none"> ● 2.3.5.PS1: 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.PS3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. ● 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people’s personal boundaries. 	
INTERDISCIPLINARY CONNECTIONS <i>Must include the standard # & verbiage</i>	
<i>Computer Science & Design Thinking</i>	
<ul style="list-style-type: none"> ● None. 	
<i>English Language Arts</i>	
<ul style="list-style-type: none"> ● W.2.8 Recall information from experiences or gather information from provided sources to answer a question. 	

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- None.

Science

- None.

Social Studies

- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders.
- 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Police Officer

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- Fire Fighter
- EMT
- Nurse
- Doctor/Surgeon
- Health Care Worker

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

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Resources

- <https://www.rchsd.org/2019/12/seven-steps-to-teaching-children-body-autonomy/>
- <https://www.teachervision.com/subjects/health-safety/safety>

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

UNIT OF STUDY	Health Conditions, Diseases and Medicines
PACING	<ul style="list-style-type: none"> ● Minutes: 2-4 ● Grades: Pre-K: 3/30 ● Grades: 1-3: 6/60 ● Grade: 4: 5/60 <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What is personal hygiene? ● What is a communicable disease? ● How does our environment impact diseases? ● What is your immune system? ● What can I do to avoid or reduce health risks? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Food, water, air, and waste removal are essential for a healthy environment. ● Individuals can take positive actions to prevent diseases and stay healthy. ● One's behavior can help reduce health risks and diseases. ● Personal choices impact current and long term outcomes. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Understand how germs are spread. ● Identify good hygiene habits. ● Discuss the immune system and how it works. ● Determine factors which contribute to both healthy and unhealthy lifestyles. <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Quizzes ● Teacher observation ● Rubric sheet ● Game activities
Formative	<ul style="list-style-type: none"> ● Quiz ● Self-rubrics
Summative	<ul style="list-style-type: none"> ● Teacher observation ● Peer coaching
Benchmark / Common	<ul style="list-style-type: none"> ● Observation of day to day learning

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- Feedback from learning activities
- Apply skills in present time

NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)

Must include the standard # & verbiage

Grades PreK-2

- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

Grades 3 and 4

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

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- None.

Science

- None.

Social Studies

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Course Title: K-4 Comprehensive Health and Physical Education

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Visual & Performing Arts

- None.

World Languages

- None.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Health Care Worker
- Nurse
- Health Educator
- Doctor
- Scientist
- Conservationist
- Environmentalist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)

- Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

SOCIAL EMOTIONAL LEARNING CONNECTIONS

[NJ SEL](#) sub-competencies are listed that are addressed in this unit

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

Self-Awareness

- Recognize one’s feelings and thoughts
- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural background
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- <https://www.lysol.com/clean-and-protect/protect-against-germs>
- <https://www.greenhearted.org/health-and-physical-education.html>

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

UNIT OF STUDY	Alcohol, Tobacco, and other Drugs
PACING	<ul style="list-style-type: none"> ● Minutes: 2-4 ● Grades: K: 3/30 ● Grades: 1-3: 6/60 ● Grade: 4: 5/60 ● Grade 2: Additional material disseminated by Like Skills (Please refer to Understanding of Pacing)
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What is medicine and how is it used? ● What are over the counter medicines? ● What is a drug? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Medicines when taken correctly can treat pain and illness. ● Misuse of drugs can affect one’s relationship with family, friends and community members in unhealthy ways. ● The use of drugs in unsafe ways is harmful to one’s health. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify ways medicine is used. ● Identify various drugs. <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Discussion ● Quizzes ● Teacher observation ● Rubric sheet ● Game activities
Formative	<ul style="list-style-type: none"> ● Quiz ● Self-rubrics
Summative	<ul style="list-style-type: none"> ● Teacher observation ● Peer coaching
Benchmark / Common	<ul style="list-style-type: none"> ● Observation of day to day learning ● Feedback from learning activities ● Apply skills in present time

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NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)

Must include the standard # & verbiage

Grades K-2

Life Skills-BABES Program/Health and Physical Educator

- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- None.

Science

- None.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Visual & Performing Arts

- None.

World Languages

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

<ul style="list-style-type: none"> ● None.
CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS <i>Must include the standard # & verbiage</i>
9.1-Personal Financial Literacy
<ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
9.2-Career Awareness, Exploration, Preparation, and Training
<ul style="list-style-type: none"> ● None.
9.4-Life Literacies & Key Skills
<ul style="list-style-type: none"> ● None.
CAREERS ASSOCIATED WITH THIS UNIT
<ul style="list-style-type: none"> ● Counselor ● Health Educator ● Nurse ● Religious Leader ● Physician
DIVERSITY, EQUITY, & INCLUSION CONNECTIONS <i>Required in grades K-12 per N.J.S.A. 18A:35-4:36a & the Amistad Law N.J.S.A. 18A 52:16A-88</i> <i>Required in grades 7-12 per N.J.S.A. 18A:35-4.35</i>
<ul style="list-style-type: none"> ● Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
SOCIAL EMOTIONAL LEARNING CONNECTIONS <i>NJ SEL sub-competencies are listed that are addressed in this unit</i>
Self-Awareness
<ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management
<ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors Recognize the skills needed to establish and achieve personal and educational goals

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

Resources

- <http://babesworld.org/about-babesworld/>
- <https://kidshealth.org/>

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Course Title: K-4 Comprehensive Health and Physical Education

UNIT OF STUDY	Dependency, Substances Disorder and Treatment
PACING	<ul style="list-style-type: none"> ● Minutes: 2-4 ● Grades: K: 3/30 ● Grades: 1-3: 6/60 ● Grade: 4: 5/60 ● Grade 2: Like Skills 4-45 minutes sessions with classroom teacher (Not during Health and Physical Education) <p style="text-align: center;">(Please refer to Understanding of Pacing)</p>
ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● What is dependency? ● What is substance disorder? ● What are forms of treatment? 	
ENDURING UNDERSTANDINGS	
<ul style="list-style-type: none"> ● Obtain an understanding of forms of dependency. ● Discover ways of treatment. ● Develop an understanding of substance disorder. 	
LEARNING TARGETS	
<ul style="list-style-type: none"> ● Identify treatment facilities and programs to assist in recovery. ● Identify resources in school and in the community. ● Understand the different forms of dependency (physical and psychological). ● Identify the long term effects of substance disorder. <p>Learning targets will be met through any or all but not limited to the following: games and activities, worksheets, videos.</p>	
ASSESSMENTS	
Pre-Assessment(s)	<ul style="list-style-type: none"> ● Discussion ● Teacher observation ● Worksheet
Formative	<ul style="list-style-type: none"> ● Teacher Observation ● Question/Answer
Summative	<ul style="list-style-type: none"> ● Teacher Observation
Benchmark / Common	<ul style="list-style-type: none"> ● Learning conversations
NEW JERSEY STUDENT LEARNING STANDARDS (NJSL) <i>Must include the standard # & verbiage</i>	

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Grades K-2

Life Skills-BABES Program/Health and Physical Educator

- 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

INTERDISCIPLINARY CONNECTIONS

Must include the standard # & verbiage

Computer Science & Design Thinking

- None.

English Language Arts

- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Mathematics

- None.

Science

- None.

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

Visual & Performing Arts

- None.

World Languages

- None.

Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS

Must include the standard # & verbiage

9.1-Personal Financial Literacy

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

9.2-Career Awareness, Exploration, Preparation, and Training

- None.

9.4-Life Literacies & Key Skills

- None.

CAREERS ASSOCIATED WITH THIS UNIT

- Counselor
- Physician
- Nurse
- Health Educator
- Resource Officer
- Mental Health Specialist
- Social Worker
- Psychiatrist

DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)

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SOCIAL EMOTIONAL LEARNING CONNECTIONS

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Hillsborough Township Public Schools Curriculum Map
Course Title: K-4 Comprehensive Health and Physical Education

- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

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