

**Physical Education and Health
Curriculum Guide**

Developed By and For:

Montague Township School District

Grades K-8

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Philosophy

Montague Township School District is committed to providing a comprehensive Health and Physical Education program which promotes the opportunity for students to achieve success in their emotional, physical, academic and social development. The school community shall recognize and foster the intrinsic value of good health. All children shall enhance their ability to make informed decisions promoting lifelong wellness including a sense of safety awareness.

Through exploration of space and locomotion, physical education shall instill in children the enjoyment of movement. Students shall be encouraged to fully develop spirit, mind and body. A cooperative learning environment will be fostered through instruction that is sequential in nature and geared to developmentally appropriate practices recognizing, yet challenging, personal limitations.

The ultimate goal of Health and Physical Education is to have individuals' live healthy and safe lives through knowledgeable choices and involvement in activities that promote wellness. All students will have multiple opportunities to apply acquired knowledge and skills in meaningful and real life situations.

New Jersey Legislative Statutes Included in PE&H

Health Literacy includes:

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

(Partnership for 21st Century Skills, 2009)

New Jersey Legislative Statutes Summary

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**
Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.
- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination in grades 7 - 12.**
Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.
- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**
Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.
- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**
The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.
- **Dating Violence Education (N.J.S.A. 18A: 35-4.23a) requires instruction regarding dating violence in grades 7-12.**
Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's

implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**
A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.
- **Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.**
Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.
- **Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.**
Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.
- **Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.**
Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.
- **Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.**
The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update

the guidelines to insure that the curriculum reflects the most current information available.

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

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program all be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

- **Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence.**

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

- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

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

Scope and Sequence
Grades K– 4th

Grade K -1 st	Grade 2	Grade 3	Grade 4
<p>Physical Education</p> <ul style="list-style-type: none"> ● Fitness and Physical Activity ● Movement Skills ● Strategy ● Sportsmanship <p>Health</p> <ul style="list-style-type: none"> ● Medicine and Drugs ● Drugs, Alcohol and Tobacco ● Relationships ● Decision Making and Goal Setting ● Nutrition ● Hygiene ● Safety ● Social and Emotional Health 	<p>Physical Education</p> <ul style="list-style-type: none"> ● Fitness and Physical Activity ● Movement Skills ● Strategy ● Sportsmanship <p>Health</p> <ul style="list-style-type: none"> ● Drugs, Alcohol and Tobacco ● Relationships ● Character Development ● Nutrition ● Hygiene ● Safety 	<p>Physical Education</p> <ul style="list-style-type: none"> ● Fitness and Physical Activity ● Motor Skill Development <p>Health</p> <ul style="list-style-type: none"> ● Body Systems ● Relationships and Communication ● Drugs and Medicine 	<p>Physical Education</p> <ul style="list-style-type: none"> ● Fitness and Physical Activity ● Motor Skill Development <p>Health</p> <ul style="list-style-type: none"> ● Body Systems ● Wellness ● Relationships and Communication ● Drugs and Medicine

Standard 2.2 Service and Advocacy is an interdisciplinary school wide approach.
For details see included reference page entitled Standard 2.2 Advocacy and Service

Scope and Sequence
Grades 5th – 8th

Grade 5	Grade 6	Grade 7	Grade 8
<p>Physical Education Units</p> <ul style="list-style-type: none"> ● Fitness and Physical Activity ● Movement Skills ● Strategy ● Sportsmanship <p>Health</p> <ul style="list-style-type: none"> ● Body Systems ● Drugs and Medicine ● Personal Growth and Development, Nutrition and Disease ● Sexuality ● Social and Emotional Health 	<p>Physical Education Units</p> <ul style="list-style-type: none"> ● Fitness and Physical Activity ● Movement Skills ● Strategy ● Sportsmanship <p>Health</p> <ul style="list-style-type: none"> ● Drugs and Medicine ● Personal Growth and Development, Nutrition and Disease ● Sexuality ● Wellness 	<p>Physical Education Units</p> <ul style="list-style-type: none"> ● Fitness and Physical Activity ● Movement Skills ● Strategy ● Sportsmanship <p>Health</p> <ul style="list-style-type: none"> ● Sexuality, Pregnancy and Parenting ● Decision Making & Goal Setting ● Nutrition ● Safety ● Social and Emotional Health ● Diseases & Health Conditions ● Drugs and Addiction ● Health Services, Information & Personal Growth & Development 	<p>Physical Education Units</p> <ul style="list-style-type: none"> ● Fitness and Physical Activity ● Movement Skills ● Strategy ● Sportsmanship <p>Health</p> <ul style="list-style-type: none"> ● Sexuality, Pregnancy and Parenting ● Decision Making & Goal Setting ● Nutrition ● Safety ● Social and Emotional Health ● Diseases & Health Conditions ● Drugs and Addiction ● Health Services, Information & Personal Growth & Development <p>Grade 8: CPR Course</p>

Standard 2.2 Service and Advocacy is an interdisciplinary school wide approach.
For details see included reference page entitled Standard 2.2 Advocacy and Service

Advocacy and Service and Active Citizens in the 21st Century
Grades 1st – 8th

Physical Education Standard 2.2 Advocacy and Service

Social Studies Standard 6.3 Active citizens in the 21st century

Advocacy and Service projects provide an opportunity for the students of Montague Township School District to have a positive impact on the lives of self and others. The Social Studies and Physical Education curriculums include standards to address advocacy and service and active citizenship. School service projects are completed throughout the school year through activities such as food drives, nursing home visits, coat drives, newsletter folding, etc....

Homeroom Activities

It was noted that the following standards, strand and CPI's from Physical Education and Health Curriculum are addressed homeroom activities

- By the end of Grade 2: 2.2.2.D.1: Determine the benefit for oneself and others of participating in a class or school service activity
- By the end of Grade 4: 2.2.4.D.1: Explain the impact of participation in different kinds of service projects on community wellness.
- By the end of Grade 6: 2.2.6.D Advocacy and Service: Participation in social and health or service organization initiatives have a positive social impact.
- By the end of Grade 6: 2.2.6.D.1: Appraise the goals of various community or service organization initiatives to determine opportunities for volunteer service
- By the end of Grade 6: 2.2.6.D.2: Develop a position about a health issue in order to inform their peers

Community Service Hour Requirement

It was noted that the following standards, strand and CPI's from Physical Education and Health Curriculum are addressed through the Community Service Hour Requirement

2.2. D.8 Advocacy and Service: Effective Advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.

2.2.8. D.1: Plan and implement volunteer activities to benefit a local, state, national or world health initiative.

2.2.8. D.2: Defend a position on a health or service issue to activate community awareness and responsiveness.

Interdisciplinary Content Standards for Advocacy

It was noted that the following standards, strand and CPI's from Social Studies Curriculum are addressed through but not limited to the content areas and various activities listed below:

Social Studies

6.3.4. B.1

Active citizens in the 21st century:

- Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Are aware of their relationships to people, places, and resources in the local community and beyond.

6.3.4. B.1

- Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

Holocaust Education

Montague Township School District addresses the act regarding genocide education in the public schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes, through the resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, Anti-Bullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, as well as through the daily modeling and discussion of good character, ethics, and moral behavior.

- 2a.** Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.
- 2b.** The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.

The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey can be accessed through the following links: <http://www.state.nj.us/education/holocaust/>

- **K-4 Curriculum Guide:**
 - Caring Makes a Difference

- **5-8 Curriculum Guide:**
 - To Honor All Children, part one
 - To Honor All Children, part two
 - To Honor All Children, part three
 - To Honor All Children, part four

K – 8 Financial Literacy and Career Exploration Instructional Unit

Grade Level: K – 8

Subject: Social Studies

Topic: Financial Literacy and Career Exploration

Pacing: Ongoing throughout the year

Primary Interdisciplinary Connections:

- English Language Arts, Math, Science, World Language

New Jersey Student Learning Standards 2014

9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Students will possess the fiscal skills and knowledge to make informed financial decisions
- Students will identify interests and talents and connect to potential careers.
 - The systematic integration of 21st-century life and career skills across the K-12 curriculum and in career and technical education programs fosters a population that:
 - Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
 - Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.

- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Alternate and Formative Assessment Tasks:

- Checkbook and savings passport
- Classroom economy project

Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Career and life choices project: choose a career path and research the pathway and outcomes and future impacts of the chosen career.

Resources:

One line resources, Discovery Education, Scholastic News, Google classroom

<https://www.nj.gov/education/aps/cccs/career/resources.htm>

Rationale: Content Statement

Kindergarten Health

Income and Careers

9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.

Kindergarten and Grade 1 Health Money Management

9.1.4.B.1 Differentiate between financial wants and needs.

Kindergarten Health Planning, Saving and Investing

9.1.4.D.1 Determine various ways to save.

Grade 1 and Grade 2 Health Becoming a Critical Consumer

9.1.4.E.1 Determine factors that influence consumer decisions related to money.

9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.

Grade 1, Grade 2 and Grade 3 Career Awareness

9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.

9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Grade 6 Health Income and Careers

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

Grade 7 and Grade 8 Health Income and Careers

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.4 Relate earning power to quality of life across cultures.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power. 9.1.8.A.6 Explain how income affects spending decisions.

Grade 6 Being a Critical Consumer

9.1.8.E.3 Compare and contrast product facts versus advertising claims.

Grade 8 Being a Critical Consumer

9.1.8.E.8 Recognize the techniques and effects of deceptive advertising

K- 2 Physical Education Units of Instruction

Fitness and Physical Activity

Grade: K - 2

Subject: Physical Education

Topic: Fitness and Physical Activity

Pacing: Ongoing

Unit's Big Idea: Physical Fitness

NJ Student Learning Standards 2014

2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand: A. Fitness and Physical Activity

Primary Interdisciplinary Connections:

Math, World Language

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - CRP3, CRP4, CRP5
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - 8.1.2.A.4, 8.1.PC.1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.2.B.1, 8.2.2.C.1, 8.2.2.D.1, 8.2.2.E.3

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- To play longer, stronger and have fun

Alternate and Formative Assessment Tasks:

- Locomotion skills
- Dance

- Cooperative games
- Individual sports
- Role Plays
- Group work
- Discussion
- Question and answer
- Teacher observation
- Team Sports

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/ or attitudes that were learned into one or more of the following...

- Activities and game like situations to play longer and stronger

Resources:

Tag games
 Stuck in the Mud
 Freeze Tag
 Team sports
 Cooperative games

Rationale: Content Statement	CPI's Student will be able to . .	Essential Questions	Enduring Understanding
<p>2.6.2.A.1,2 Appropriate types and amounts of physical activity enhance personal health.</p>	<p>2.6.2.A.1 Explain the role of regular physical activity in relation to personal health.</p> <p>2.6.2.A.2 Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</p>	<p>What are the benefits of physical activity?</p>	<ul style="list-style-type: none"> • Stronger Heart • Improved cardiovascular endurance • Improve thinking • Play longer, stronger and have fun
<p>2.6.6.A.2,3 Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.</p>	<p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.</p> <p>2.6.6.A.3</p>	<p>How can you gain physical fitness through movement?</p> <p>How can you achieve a fitness or physical activity goal?</p>	<p>Improved cardio endurance, muscular strength & Endurance, flexibility,</p>

	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.		Understand capabilities through pre-test at beginning of year to develop a goal, and pre-test at end of year to determine success
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Movement Skills		
Grade: K - 2	Subject: Physical Education	Topic: Movement Skills
Pacing: Ongoing		
Unit's Big Idea: Movement Skills NJ Student Learning Standards 2014 Standard: 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. Strand: A. Movement Skills and Concepts		
Primary Interdisciplinary Connections: Math World Language Visual and Performing Arts (dance)		
NJ Student Learning Standards 21st Century Life and Career Themes <ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> ○ CRP1, CRP3, CRP4, CRP6, CRP8, CRP9, CRP12 ● 9.1 Personal Financial Literacy <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
NJ Student Learning Standards Technology <ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 8.2 Technology Education, Engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ 8.2.2.C.1, 8.2.2.D.1, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4 		
Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Gain control, increase agility, gain speed, and increase reaction time 		
Alternate and Formative Assessment Tasks: <ul style="list-style-type: none"> ● Locomotion skills 		

- Cooperative games
- Individual sports
- Role Plays
- Group work
- Discussion
- Question and answer
- Teacher observation
- Team Sports

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/ or attitudes that were learned into one or more of the following...

- Become comfortable performing the skill or playing in a game situation

Resources:

Book: *Children Moving*

You Tube: dance

Tag games

Stuck in the Mud

Freeze Tag Team sports Cooperative games

Rationale:	CPI's	Essential Questions	Enduring Understanding
Content Statement	Student will be able to . . .		
<p>2.5.2.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p>	<p>2.5.2.A.1 Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.2.A.4 Correct movement errors in response to feedback.</p>	Why do you practice movement skills?	<p>Gain developmental control, increase accuracy, agility, speed, feeling comfortable, improving reaction time</p> <p>Practice and correct skills</p> <p>Preventing injuries</p>
	<p>2.5.2.A.2 Demonstrate changes in time, force, and flow while moving in personal and general space at</p>	How can you move in different ways?	Gain ability to move in different ways, and understand

	<p>different levels, directions, ranges, and pathways.</p> <p>2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.</p>		<p>the difference between the pathways, directions, levels, rhythms, and tempos.</p>
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Strategy		
Grade: K - 2	Subject: Physical Education	Topic: Strategy
Pacing: Ongoing		
Unit's Big Idea: Strategy NJ Student Learning Standards 2014 Standard: 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. Strand: B. Strategy		
Primary Interdisciplinary Connections: Math, World Language		
NJ Student Learning Standards 21st Century Life and Career Themes <ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> ○ CRP1, CRP4, CRP6, CRP8, CRP12 ● 9.1 Personal Financial Literacy <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
NJ Student Learning Standards Technology <ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 8.2 Technology Education, Engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ 8.2.2.C.1, 8.2.2.D.1, 8.2.2.D.1, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4 		
Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Use competitive or cooperative strategies during an activity 		
Alternate and Formative Assessment Tasks: <ul style="list-style-type: none"> ● Locomotion skills ● Cooperative games ● Individual sports 		

- Role Plays
- Group work
- Discussion
- Question and answer
- Teacher observation
- Team Sports

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/ or attitudes that were learned into one or more of the following...

- Modified activities and games

Resources:

Tag games
Team sports
Cooperative games

Rationale: Content Statement	CPI's Student will be able to . . .	Essential Questions	Enduring Understanding
2.5.2.B Teamwork consists of effective communication and other interactions between team members.	2.5.2.B.4 Demonstrate strategies that enable team members to achieve goals. 2.5.2.B.1 Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.	Why must a team work together? How do you know when to use cooperative and when to use competitive strategies when participating in sports and games?	Achieve a common goal Understand when to use competitive or cooperative strategies during activity
	2.5.2.B.2 Explain the difference between offense and defense.	What is the job of the offensive team? What is the job of the defensive team?	Explain the difference between offense and defense
	2.5.2.B.3 Determine how attitude impacts physical performance.	How does attitude affect physical performance?	Understand how players' attitudes can affect individual and team play

Sportsmanship

Grade: K - 2

Subject: Physical Education

Topic: Sportsmanship

Pacing: Ongoing

Unit's Big Idea: Sportsmanship, Rules and Safety

NJ Student Learning Standards 2014 Standard: 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand: C: Sportsmanship, Rules, and Safety

Primary Interdisciplinary Connections:

Social Studies

Character Education

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - CRP1, CRP4, CRP5, CRP8, CRP9
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.2.C.1, 8.2.2.D.1, 8.2.2.D.1, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Be able to play fairly and follow game rules

Alternate and Formative Assessment Tasks:

- Locomotion skills
- Cooperative games
- Individual sports

- Role Plays
- Group work
- Discussion
- Question and answer
- Teacher observation
- Team Sports

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Demonstrate appropriate behavior (winning or losing) in a game or activity

Resources:

Book: *Children Moving*

You Tube: dance

Tag games

Stuck in the Mud

Freeze Tag Team sports Cooperative games

Rationale: Content Statement	CPI's Student will be able to . . .	Essential Questions	Enduring Understanding
2.5.2.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.2 Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.	What is the importance of following rules?	Preventing injuries Enjoying the game/activity Keep activity/game fair
	2.5.2.C.1 Explain what it means to demonstrate good sportsmanship.	How can you practice good sportsmanship?	Deal with disappointment Self-control Follow rules Positive peer reinforcement

Grades K-1 Health Units of Instruction

Drugs and Medicines

Grade: K-1*

Subject: Health

Topic: Drugs and Medicines

Pacing: 3 days

Unit's Big Idea: Drugs and Medicines

NJ Student Learning Standards 2014

Standard 2.3: Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand A: Medicines

B: Alcohol, Tobacco, and Other Drugs

Primary Interdisciplinary Connections:

Character Education , Science, English Language Arts

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - none identified at this time
- **9.1 Personal Financial Literacy**
 - none identified at this time
- **9.2 Career Awareness, Exploration, and Preparation**
 - none identified at this time

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - none identified at this time
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - none identified at this time

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Be aware of the dangers of drugs and alcohol, medicines (over the counter and prescription) awareness and basic safety rules

Alternate and Formative Assessment Tasks:

- Pair share

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Anti-drug posters, skits, role playing

Resources:
www.kidshealth.org
www.BrainpopJr.com

Rationale: Content Statement	CPI's Student will be able to . . .	Essential Questions	Enduring Understanding
2.3.2.A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.2.A.1 Explain what medicines are and when some types of medicines are used.	How can you use medicine responsibly?	Understand the difference between over the counter and prescribed medicines, and how to use them properly.
2.3.2.B Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1 Identify ways that drugs can be abused.	How can drugs be harmful?	Know that drugs/medicines can be harmful if not used properly.

Alcohol, Tobacco and Drugs

Grade: K-1*

Subject: Health

Topic: Alcohol, Tobacco and Drugs

Pacing: 3 days

Unit's Big Idea: Alcohol, Tobacco and Drugs

NJ Student Learning Standards 2014

Standard 2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand: B: Alcohol, Tobacco, and Other Drugs

Primary Interdisciplinary Connections:

Character Education, Science, English Language Arts

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - none identified at this time
- **9.1 Personal Financial Literacy**
 - none identified at this time
- **9.2 Career Awareness, Exploration, and Preparation**
 - none identified at this time

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - none identified at this time
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - none identified at this time

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Know the negative side effects of alcohol, tobacco and other bad drugs on the body

Alternate and Formative Assessment Tasks:

- Pair share, Question & Answer, Discussion, Teacher Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Skits, Role Plays, Create a Venn Diagram

Resources: www.kidshealth.org www.BrainpopJr.com			
Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
2.3.2.B Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1 Identify ways that drugs can be abused. 2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety. 2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.	Why are smoking and tobacco unhealthy?	Understand the effects of tobacco on personal hygiene, health and safety

Relationships		
Grade: K - 1	Subject: Health	Topic: Relationships
Pacing: 5 days		
Unit's Big Idea: Human Relationships and Sexuality NJ Student Learning Standards 2014 Standard: 2.4: Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional/mental, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Strand: A. Relationships		
Primary Interdisciplinary Connections: Social Studies, Character Education, English Language Arts		
NJ Student Learning Standards 21st Century Life and Career Themes <ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> ○ CRP1, CRP4, CRP8 ● 9.1 Personal Financial Literacy <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
NJ Student Learning Standards Technology <ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 8.2 Technology Education, Engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ 8.2.2.C.1 		
Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Understand different family structures, roles and responsibilities ● Understand similarities and difference between males and females 		
Alternate and Formative Assessment Tasks: <ul style="list-style-type: none"> ● Role Plays 		

- Group work
- Projects
- Discussion
- Question and answer
- Teacher observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Compare different types of families, their roles and how they contribute to healthy relationships
- Acknowledge there are differences between boys and girls

Resources:

Draw family portrait

Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
<p>2.4.2.A The family unit encompasses the diversity of family forms in contemporary society.</p>	<p>2.4.2.A.1 Compare and contrast different kinds of families locally and globally.</p> <p>2.4.2.A.2 Distinguish the roles and responsibilities of different family members.</p> <p>2.4.2.A.3 Determine the factors that contribute to healthy relationships.</p>	<p>What are different types of families?</p> <p>How can you develop healthy relationships in a family setting?</p>	<p>Understand different family structures</p> <p>Understand the different roles and responsibilities of family members, and how to develop healthy relationships</p>

Decision-Making and Goal Setting

Grade: K-1*

Subject: Health

Topic: Decision-Making and Goal Setting

Pacing: 2 days

Unit's Big Idea: Decision Making and Problem Solving

NJ Student Learning Standards 2014 Standard:

2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: B Decision-Making and Goal Setting

Primary Interdisciplinary Connections:

Character Education, English Language Arts

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - none identified at this time
- **9.1 Personal Financial Literacy**
 - none identified at this time
- **9.2 Career Awareness, Exploration, and Preparation**
 - none identified at this time

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - none identified at this time
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - none identified at this time

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Make responsible decisions

Alternate and Formative Assessment Tasks:

- Pair share, group work , questions and answers, discussion

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Make responsible and healthy choices thru role playing and class discussion and/or skits

Resources:

Rationale: Content Statement	CPI's Student will be able to . . .	Essential Questions	Enduring Understanding
2.2.2.B Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting. 2.2.2.B.2 Relate decision-making by self and others to one's health.	How do your decisions affect you and others?	Knowing there are positives and negatives to every decision
	2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.	How do outside sources influence your decisions?	Understand the ways parents, peers, technology, culture and media influence health decisions

Nutrition

Grade: K-1

Subject: Health & Wellness

Topic: Nutrition

Pacing: 3 days

Unit's Big Idea: Nutrition

NJ Student Learning Standards 2014

Standard: 2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand B Nutrition

Primary Interdisciplinary Connections:

English Language Arts

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - none identified at this time
- **9.1 Personal Financial Literacy**
 - none identified at this time
- **9.2 Career Awareness, Exploration, and Preparation**
 - none identified at this time

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - none identified at this time
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - none identified at this time

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Choose healthy food

Alternate and Formative Assessment Tasks:

- Create healthy food plate

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Poster – food plates

Resources:

- www.myplate.gov
- [www.nourish interactive.com](http://www.nourishinteractive.com)
- www.brainpopjr.com
- Nutrition go-fish

Rationale: Content Statement	CPI's Student will be able to . .	Essential Questions	Enduring Understanding
2.1.2.B Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1 Explain why some foods are healthier to eat than others.	How do you create a well-balanced meal?	Learning and understanding types of food and portion size.
	2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value	How do foods differ in nutritional context and value?	Learning and understanding what foods contain what nutrients.

Hygiene		
Grade: K & 1	Subject: Health	Topic: Hygiene & Basic Body Parts
Pacing: 16 days (teeth 5, senses 7, body parts, 4)		
Unit's Big Idea: Personal Hygiene		
NJ Student Learning Standards 2014 Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.		
Strand A. Personal Growth and Development		
Primary Interdisciplinary Connections: Science		
NJ Student Learning Standards 21st Century Life and Career Themes		
<ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> ○ CRP1, CRP2, CRP3, CRP4 ● 9.1 Personal Financial Literacy <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
NJ Student Learning Standards Technology		
<ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ 8.1.2.A.4, 8.1.2.E.1, 8.1.2.F.1 ● 8.2 Technology Education, Engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i>		
<ul style="list-style-type: none"> ● Practice good personal hygiene and identify self-care practices that support wellness 		
Formative Assessment Tasks:		
<ul style="list-style-type: none"> ● Touch Box Project ● Group Work ● Discussion ● Question and Answer ● Teacher Observation 		

- Charts
- Listening activity for sense of hearing
- Listening activity for sense of smell

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Preventing germs from entering the body – hand washing, covering coughs and sneezes
- Proper dental care techniques
- Identify wellness

Resources:

- Websites: www.ada.org
- Demonstrate hand washing
- Cover Your Sneeze, Please
- Germ powder – black light test (hand washing)
- Germ Movie

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions	Enduring Understanding
<p>2.1.2.A Health-enhancing behaviors contribute to wellness.</p>	<p>2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.</p>	<p>Why is important to practice personal hygiene to prevent illness?</p>	<p>The definition of a germ, how it enters the body, and how it can make you sick, the importance of hand washing, covering coughs and sneezes.</p>
	<p>2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</p>	<p>How can you properly care for your teeth?</p> <p>How do the parts of the body (heart, lungs, stomach, bones, muscles, brain) work?</p>	<p>Proper dental care techniques.</p> <p>Identify the functions of the parts of the body (heart, lungs, stomach, bones, muscles, brain)</p>

Safety

Grade: K & 1

Subject: Health

Topic: Safety

Pacing: 7 days

Unit's Big Idea: Safety

NJ Student Learning Standards 2014 Standard:

2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

- Strand: D. Safety

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

- Strand A Medicines

Primary Interdisciplinary Connections:

Character Education

Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - CRP1, CRP3, CRP4, CRP5, CRP8
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - 8.1.2.A.4, 8.1.2.E.1, 8.1.1, 8.1.2.F1
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - 8.2.2.B.1, 8.2.2.D.1, 8.2.2.D.3, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Use safety and health behaviors to prevent injuries and stay safe
- How to express needs in safety related to situations and resources

<p>Alternate and Formative Assessment Tasks:</p> <ul style="list-style-type: none"> ● Role Plays ● Group work ● Discussion ● Question and answer ● Teacher observation
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<p>Summative Summative Assessment Transfer Tasks:</p> <p><i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...</i></p> <ul style="list-style-type: none"> ● “Get Out” safety skills (stop, drop and roll) ● Role play 911 calls ● Describe unsafe situations (fire, stranger, drugs/medicines, playground, bus) ● Role play assertiveness in unsafe situations

<p>Resources:</p> <p>Websites: www.kidshealth.org www.fema.gov Strangers quiz Fire escape route map Thumbs up/thumbs down sheet</p>

Rationale: Content Statement	CPI's Student will be able to . . .	Essential Questions	Enduring Understanding
<p>2.1.2.D</p> <p>Using personal safety strategies reduces the number of injuries to self and others.</p>	<p>2.1.2.D.1</p> <p>Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p> <p>2.1.2.D.2</p> <p>Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.</p>	<p>How can participating in unsafe household item practices impact one’s health? – fire, medicines, poison</p> <p>How can participating in unsafe environmental practices impact one’s health? Strangers, playground, helmet use, traffic</p>	<p>Understanding why a behavior or activity is unsafe or risky is the first step towards preventing injuries and staying safe. Consistently employing safety and health behaviors helps to reduce the incidence and severity of injuries.</p>

	<p>2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety.</p>		
<p>2.3.2.A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p>	<p>2.3.2.A.1 Explain what medicines are and when some types of medicines are used.</p> <p>2.3.2.A.2 Explain why medicines should be administered as directed.</p>	<p>How can medicines be used correctly, and how can they be beneficial?</p>	<p>Know that medicines can be beneficial towards wellness if used properly.</p>

Social and Emotional Health

Grade: K-1

Subject: Health & Wellness

Topic: Social and Emotional Health

Pacing: 1 day

Unit's Big Idea: Social and Emotional Health

NJ Student Learning Standards 2014

Standard 2.1: Wellness all students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand E. Social and Emotional Health

C. Diseases and Health conditions

Primary Interdisciplinary Connections:

Character Education, English Language Arts

NJ Student Learning Standards 21st Century Life and Career Themes

- Career Ready Practices
- 9.1 Personal Financial Literacy
- 9.2 Career Awareness, Exploration, and Preparation

NJ Student Learning Standards Technology

- 8.1 Educational Technology
- 8.2 Technology Education, Engineering, Design and Computational Thinking

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Make responsible decisions

Alternate and Formative Assessment Tasks:

- Draw pictures of emotions
- Role Playing

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Discuss emotions

Resources:

Book: Bernstein Bears, *Today I Feel Silly* Discovery Education "A Kids Guide to Good Decisions"

Rationale: Content Statement	CPI's Student will be able to . . .	Essential Questions	Enduring Understanding
2.1.2.E Many factors at home, school, and in the community impact social and emotional health.	2.1.2.E.1 Identify basic social and emotional needs of all people.	What are basic social and emotional needs of all people?	Know people need family, friends, love and support to sustain a healthy lifestyle
	2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.	How can you prevent and/or resolve conflict between people?	Know conflict resolution strategies and how to reach out for adult guidance
	2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.	How can children cope with common stressful situations?	Know how to ask for guidance from a trusted adult, and how to have an outlet to deal with stressors
2.1.2.C.3 Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	2.1.2.C.3 Determine how personal feelings can affect one's wellness.	How can personal feelings affect one's wellness?	Know how emotions and stress can affect health

Grade 2 Health Instructional Units

Drugs and Medicines

Grade: 2nd

Subject: Health

Topic: Drugs and Medicines

Pacing: 2 weeks

Unit's Big Idea: Drugs, Alcohol and Tobacco

NJ Student Learning Standards 2014

Standard 2.2: Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: B. Decision-Making and Goal Setting

Standard 2.3: Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand: B. Alcohol, Tobacco, and Other Drugs

C. Dependency/Addiction and Treatment

Primary Interdisciplinary Connections:

Character Education, English language Arts

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
- **9.1 Personal Financial Literacy**
- **9.2 Career Awareness, Exploration, and Preparation**

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
- **8.2 Technology Education, Engineering, Design and Computational Thinking**

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Make responsible decisions about drugs

Alternate and Formative Assessment Tasks:

- Role Play, Group Discussion, Question and Answer

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Pledge to remain drug-free

Resources:

www.kidshealth.org
 www.BrainpopJr.com
 www.discoveryeducation.com

Rationale: Content Statement	CPI's Student will be able to . . .	Essential Questions	Enduring Understanding
<p>2.3.2.B Use of drugs in unsafe ways is dangerous and harmful.</p>	<p>2.3.2.B.1 Identify ways that drugs can be abused.</p> <p>2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety.</p> <p>2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers.</p> <p>2.3.2.B.4 Identify products that contain alcohol.</p>	<p>How can you make responsible decisions regarding drugs, alcohol and tobacco?</p>	<p>Identify ways drugs, alcohol and tobacco can be abused, and why they are unsafe.</p> <p>Realize that usage of drugs, alcohol and tobacco are unsafe to a mother having a healthy baby</p>
<p>2.3.2.B Use of drugs in unsafe ways is dangerous and harmful.</p>	<p>2.3.2.B.5 List substances that should never be inhaled and explain why.</p>	<p>How are inhalants dangerous?</p>	<p>Identify substances that should never be inhaled, and describe why</p>
<p>2.2.2.B.4 Effective decision-making skills foster healthier lifestyle choices.</p>	<p>2.2.2.B.4 Select a personal health goal and explain why setting a goal is important.</p>	<p>How can you make a commitment to living a drug-free life?</p>	<p>Be able to set a goal, take an oath, to remain to be drug-free</p>
<p>2.3.2.C.1 Substance abuse is caused by a variety of factors.</p> <p>2.3.2.C.2 There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<p>2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</p> <p>2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help.</p>	<p>How can people who are addicted to alcohol, tobacco or drugs get help?</p> <p>Who can you talk to for help regarding dependency issues?</p>	<p>Realize that there are treatment programs for addicts.</p> <p>Know there are services available for help – can speak to a teacher, guidance counselor or school nurse</p>

Relationships and Sexuality		
Grade: 2	Subject: Health	Topic: Relationships and Sexuality
Pacing: 1 week		
<p>Unit's Big Idea: Human Relationships and Sexuality</p> <p>NJ Student Learning Standards 2014</p> <p>Standard 2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</p> <p>Strand: B. Sexuality</p>		
<p>Primary Interdisciplinary Connections:</p> <p>Social Studies</p> <p>Character Education</p> <p>English Language Arts</p>		
<p>NJ Student Learning Standards 21st Century Life and Career Themes</p> <ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> ○ CRP1, CRP4, CRP8 ● 9.1 Personal Financial Literacy <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
<p>NJ Student Learning Standards Technology</p> <ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 8.2 Technology Education, Engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ 8.2.2.C.1 		
<p>Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Understand different family structures, roles and responsibilities ● Understand similarities and differences between males and females 		

<p>Alternate and Formative Assessment Tasks:</p> <ul style="list-style-type: none"> ● Role Plays ● Group work ● Projects ● Discussion ● Question and answer ● Teacher observation
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<p>Summative Summative Assessment Transfer Tasks:</p> <p><i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...</i></p> <ul style="list-style-type: none"> ● Compare different types of families, their roles and how they contribute to healthy relationships ● Acknowledge there are differences between boys and girls

<p>Resources:</p> <p>Draw family portrait</p>
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Rationale:	CPI's	Essential Questions	Enduring Understanding
Content Statement	Student will be able to . .		
2.4.2.B.1 Gender-specific similarities and differences exist between males and females.	2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders.	How are males and females alike and different?	Understand the basic physical similarities and differences between males and females.

Character Development

Grade: 2nd

Subject: Health

Topic: Character Development

Pacing: 2 weeks and ongoing

Unit's Big Idea: Interacting with “different” people

NJ Student Learning Standards 2014

Standard 2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: C. Character Development

Primary Interdisciplinary Connections:

English language Arts, Character Education, World Language

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - None identified at this time
- **9.1 Personal Financial Literacy**
 - None identified at this time
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified at this time

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified at this time
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified at this time

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Be aware of differences amongst people

Alternate and Formative Assessment Tasks:

- Aging booklet

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/ or attitudes that were learned into one or more of the following...

- Discuss different physical abilities

Resources:

Aging booklet			
Rationale: Content Statement	CPI's Student will be able to . . .	Essential Questions	Enduring Understanding
2.2.2.C.2 Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	How can you interact with different types of people?	Understand that not everyone is the same, based on ability and age, and how to demonstrate appropriate behavior

Nutrition

Grade: 2nd

Subject: Health

Topic: Nutrition

Pacing: 2 weeks

Unit's Big Idea: Nutrition

NJ Student Learning Standards 2014

Standard: 2.1: Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand: B. Nutrition

Primary Interdisciplinary Connections:

English Language Arts, Science

NJ Student Learning Standards 21st Century Life and Career Themes

- Career Ready Practices
- 9.1 Personal Financial Literacy
- 9.2 Career Awareness, Exploration, and Preparation

NJ Student Learning Standards Technology

- 8.1 Educational Technology
- 8.2 Technology Education, Engineering, Design and Computational Thinking

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Make healthy food choices

Alternate and Formative Assessment Tasks:

- Food label reading project

Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Poster – food plates

Resources:

- Nutrition go-fish
- Food category four corners

Websites <ul style="list-style-type: none"> • www.myplate.gov www.discoveryeducation.com www.nurishinteractive.com www.brainpopjr.com 			
Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
2.1.2.B.2 Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.	How do the foods in the MyPlate and my plate differ in nutritional content and value?	Learning and understanding how each food group contains different nutritional value
2.1.2.B.3 Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.3 Summarize information about food found on product labels.	How can you use a food label to determine healthy nutritional decisions?	Understand where to locate food label on a package, and utilize nutritional information i.e. serving size, sugars, and fats to make healthy decisions

Hygiene		
Grade: 2	Subject: Health	Topic: Hygiene
Pacing: 3 – 4 weeks		
Unit's Big Idea: Personal Hygiene NJ Student Learning Standards 2014 Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. Strand: C. Diseases and Health Conditions		
Primary Interdisciplinary Connections: Science - Body Systems (heart, lungs, muscles, bones, stomach, brain)		
NJ Student Learning Standards 21st Century Life and Career Themes <ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> ○ CRP1, CRP2, CRP3, CRP4 ● 9.1 Personal Financial Literacy <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
NJ Student Learning Standards Technology <ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ 8.1.2.A.4, 8.1.2.E.1, 8.1.2.F.1 ● 8.2 Technology Education, Engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Practice good personal hygiene and identify self-care practices that support wellness 		
Formative Assessment Tasks: <ul style="list-style-type: none"> ● Group Work ● Worksheets ● Discussion ● Question and Answer ● Teacher Observation 		

- Charts

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Preventing germs from entering the body – hand washing, covering coughs and sneezes
- Proper dental care techniques
- Identify wellness

Resources:

- Websites: www.ada.org
- Demonstrate hand washing
- Cover Your Sneeze, Please
- Germ powder – black light test (hand washing)

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions	Enduring Understanding
2.1.2.C Knowledge about diseases and disease prevention promotes health-enhancing behaviors	2.1.2.C.1 Summarize symptoms of common diseases and health conditions. 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.	How can you keep yourself disease free?	Hand washing, coughing, sneezing, avoiding sticky situations, and how germs spread
2.1.2.A Health-enhancing behaviors contribute to wellness.	2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness.	How do teeth accomplish different jobs?	Identifying types of teeth and the anatomy of a tooth

Safety		
Grade: 2	Subject: Health	Topic: Safety
Pacing: ongoing		
Unit's Big Idea: Safety NJ Student Learning Standards 2014 Standard: 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. Strand: D. Safety 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle A. Interpersonal Communication E. Health Services and Information		
Primary Interdisciplinary Connections: Character Education Science		
NJ Student Learning Standards 21st Century Life and Career Themes <ul style="list-style-type: none"> ● Career Ready Practices <ul style="list-style-type: none"> ○ CRP1, CRP3, CRP4, CRP5, CRP8 ● 9.1 Personal Financial Literacy <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
NJ Student Learning Standards Technology <ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ 8.1.2.A.4, 8.1.2.E.1, 8.1.1, 8.1.2.F.1 ● 8.2 Technology Education, Engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ 8.2.2.B.1, 8.2.2.D.1, 8.2.2.D.3, 8.2.2.E.1, 8.2.2.E.3, 8.2.2.E.4 		
Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Use safety and health behaviors to prevent injuries and stay safe 		

- How to express needs in safety related to situations and resources

Alternate and Formative Assessment Tasks:

- Role Plays
- Group work
- Discussion
- Question and answer
- Teacher observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- “Get Out” safety skills (stop, drop and roll)
- Role play 911 calls
- Describe unsafe situations (fire, stranger, drugs/medicines, playground, bus)
- Role play assertiveness in unsafe situations

Resources:

Websites:

www.kidshealth.org

www.fema.gov

Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
2.1.2 Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	How can you stay safe during a fire?	Understanding of ability to check room safety, stop drop and roll, make an escape plan
2.1.2 Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.	What strategies can you employ to keep yourself safe in potentially dangerous situations?	Stranger Safety, (refusal skills), what to do if you are lost
2.2.2 Knowing how to locate health professionals in the home, at school, and in the community	2.2.2.E.1 Determine where to access home, school, and community health professionals.	How can you identify and access home, school and community health professionals?	Know who to go to for health help at home, school, and in your community

assists in addressing health emergencies and obtaining reliable information.			
2.2.2 Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.	How can you express wants, needs and feelings in health and safety related situations?	Know how to assert oneself in order to keep safe and healthy (example:, getting in a car with no seat belts – how a child can express needs for safety)

3rd & 4th Physical Education Units of Instruction

Fitness and Physical Activity

Grade: 3 & 4

Subject: Physical Education

Topic: Fitness and Physical Activity

Pacing: Ongoing

Unit's Big Idea: Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

NJ Student Learning Standards 2014

Standard 2.6 Fitness: All students will apply health-related and skill-related concepts and skills to develop and maintain a healthy, active lifestyle.

Strand A: Fitness and Physical Activity

Primary Interdisciplinary Connections:

Social Studies

Visual and Performing Arts

Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - CRP3, CRP10
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Participate in a variety of fitness related activities that contribute to lifelong fitness and healthy lifestyles

Alternate and Formative Assessment Tasks:

- Participation/Sportsmanship
- Preparation
- Skill Development
- Peer Observation
- Group Work
- Discussion
- Question and Answer
- Teacher Observation
- Locomotor and nonlocomotor skills
- Throwing and catching skills
- Physical fitness skills
- Lead up games

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/ or attitudes that were learned into one or more of the following...

- Write a health behavior contract for weekly exercise related to flexibility, muscular strength, agility, cardiovascular endurance, or speed and quickness.
- Track Your Move It Minutes (weekly exercise chart) create a progression of growth in the related areas flexibility, muscular strength, agility, cardiovascular endurance, or speed and quickness.
- Complete The President’s Challenge Physical Fitness Test

Resources:

Center for Disease Control (CDC website)
 DVD on exercise
 Nourish Interactive www.ChefSolus.com
 President’s Challenge website
 Fitness Friday
 Weekly Exercise Chart

Rationale:	CPI’s	Essential Questions	Enduring Understanding
Content Statement	Student will be able to . .		
2.6.4.A Each component of fitness contributes to personal health as well as motor skill performance.	2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity. 2.6.4.A.2	What are the parts of fitness that contribute to personal health as well as motor skill performance?	Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

	<p>Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <p>2.6.4.A.3 Develop a health-related fitness goal and track progress using health/fitness indicator</p> <p>2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology</p>	<p>How much exercise is necessary to remain physically fit?</p> <p>How can I track my physical fitness progress?</p>	
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Motor Skill Development

Grade: 3 & 4

Subject: Physical Education

Topic: Motor Skill Development, Strategy, Sportsmanship

Unit's Big Idea: Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

NJ Student Learning Standards 2014

Standard 2.5 Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strands:

A. Movement Skills and Concepts

B. Strategy

C. Sportsmanship, Rules, and Safety

Primary Interdisciplinary Connections:

Social Studies

Visual and Performing Arts

Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - CRP3, CRP10
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Participate in a game setting

Alternate and Formative Assessment Tasks:

- Participation/Sportsmanship
- Skill Development
- Peer Observation

- Group Work
- Discussion
- Question and Answer
- Teacher Observation
- Locomotor and nonlocomotor skills
- Throwing and catching skills
- Physical fitness skills
- Lead up games

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

In a game situation students will throw, kick, catch, run, dribble, move in space, serve, volley, shoot

Resources:

- Sport specific rules books
- Lead up games to team sports
- Physical education conferences and workshops

Rationale: Content Statement	CPI's Objective Students will be able to...	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that...</i>
<p>2.5.4.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.</p> <p>2.5.4.A Ongoing feedback impacts improvement and effectiveness of movement actions.</p>	<p>2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</p> <p>2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.</p> <p>2.5.4.A.3 Explain and demonstrate movement</p>	<p>How does movement affect wellness?</p> <p>Why do I have to understand concepts and of movement when I can already perform the movement?</p>	<p>Performing movement skill in a correct manner improves overall performance and increases the likelihood of participation in a lifelong physical activity.</p> <p>Provides the foundation for transfer of skills in a variety of sports and activities.</p>

	<p>sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance</p>		
<p>2.5.4.B Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.</p>	<p>2.5.4.B.1 Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).</p> <p>2.5.4.B.2 Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.</p>	<p>To what extent does strategy influence performance in competitive games and activities?</p>	<p>Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.</p>
<p>2.5.4.C Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.</p>	<p>2.5.4.C.1 Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.</p> <p>2.5.4.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.</p>	<p>Why do I have to show good sportsmanship and follow the rules?</p>	<p>In order for all participants and spectators to experience the benefits from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship rules and safety guidelines.</p>

Grades 3rd – 5th Vertical Unit of Instruction

Body Systems

Grade: 3 – 5

Subject: Health

Topic: Body Systems

Pacing: Grade 3 8 - 10 days Grade 4 30 days Grade 5 8 - 10 days

Unit's Big Idea: To understand the interrelation of the human body systems and their relationship to personal health practices.

NJ Student Learning Standards 2014

Health 2.1.4.A.2

Determine the relationship of personal health practices and behaviors on an individual's body systems.

Systems of the human body are interrelated and regulate the body's internal environment.

Essential functions of the human body are carried out by specialized systems:

- Digestive
- Circulatory
- Respiratory
- Nervous
- Skeletal
- Muscular
- Reproductive

Health and Physical Education Standards

2.2.4. C.1

- Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contributes to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
- Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.

2.2.4. C.2

- The health of the birth mother impacts the development of the fetus.
- Relate the health of the birth mother to the development of a healthy fetus.

Primary Interdisciplinary Connections:

English Language Arts, Visual and Performing Arts, Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**

CRP1, CRP2, CRP3, CRP4 CRP8

- **9.1 Personal Financial Literacy**

None identified at this time

- **9.2 Career Awareness, Exploration, and Preparation**

None identified at this time

NJ Student Learning Standards Technology

- **8.1 Educational Technology**

None Identified at this time

- **8.2 Technology Education, Engineering, Design and Computational Thinking**

None Identified at this time

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Illustrate how each body system functions with description of how each system works interconnectedly

Alternate and Formative Assessment Tasks:

- Discussions
- Drawings and Diagrams

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- To describe the interactions of systems involved in carrying out everyday life activities.

Resources: Brain Pop Discovery Education

Rationale: Content Statement	CPI's Student will be able to . .	Essential Questions	Enduring Understanding
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<p>Essential functions of the human body are carried out by specialized systems:</p> <ul style="list-style-type: none"> ☞ Digestive ☞ Circulatory ☞ Respiratory ☞ Nervous ☞ Skeletal ☞ Muscular ☞ Reproductive 	<p>Describe the interactions of systems involved in carrying out everyday life activities.</p>	<p>What is the purpose of each body system?</p> <p>Grade 3: Why is the main organ of each system important to the body</p> <p>How do you keep the main organ healthy?</p> <p>Grade 4: How do the primary parts of each system work together in a sequence to keep the body functioning?</p> <p>How do you keep the primary parts of each system healthy?</p>	<p>Basic function and care of body systems.</p> <p>Grade 3: Each system has a main organ responsible for a primary function (excluding reproductive). Practice a healthy lifestyle to maintain organ health.</p> <p>Grade 4: The primary parts of each system have a function and sequence to keep the body functioning (excluding reproductive). Practice a healthy lifestyle to maintain body system health.</p>
<p>Systems of the human body are interrelated and regulate the body's internal environment.</p>	<p>Model the interdependence of the human body's major systems in regulating its internal environment.</p>	<p>Grade 5 How do the different body systems work together to keep a human being alive?</p> <p>How do you keep each body system healthy?</p> <p>What are the primary parts of the reproductive system and the systems purpose?</p> <p>Why and how does the body change during puberty?</p>	<p>Grade 5 Interdependence of the body's major systems regulates the internal environment.</p> <p>Practice a healthy lifestyle to maintain body system health.</p> <p>Identify the primary parts of the reproductive system and the purpose of the system as a whole.</p> <p>The onset of puberty changes the human body because of hormonal and physical development to prepare for reproduction.</p>

Grade 3 Health Units of Instruction

Relationships & Communication

Grade: 3	Subject: Health	Topic: Relationships / Communication
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Pacing: 11 days

Unit's Big Idea:

The use of critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed, personal, family and community health decisions

NJ Student Learning Standards 2014

Standard: 2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Strand: A. Interpersonal Communication

C. Character Development

E. Health Services and Information

Standard: 2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

Strand: A. Relationships

Primary Interdisciplinary Connections:

Social Studies

ELA

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - CRP 1, CRP2, CRP3, CRP4, CRP8
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Build positive relationships to help support a healthy lifestyle

Formative Assessment Tasks:

- Group Work
- Worksheets
- Projects
- Discussion
- Question and Answer
- Teacher Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Family dynamics / Family responsibilities
- Character development

Resources:

- Health text
- The Human Race Club, “The Lean Mean Machine”
- The Kids Guide to Being a Good Kid
- www.discoveryeducation.com

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions	Enduring Understanding
2.2.4 Effective communication may be a determining factor in the outcome of health-and safety-related situations	2.2.4.A.1 Demonstrate effective interpersonal communication in health-and safety-related situations	How do you know whether or not health information is accurate? How do I learn to stand for and communicate my beliefs to others without isolating them?	Effective communication is necessary in health and safety related situations Effective communication skills enhance a person's ability to express an defend their beliefs
2.2.4 Personal core ethical values impact the health of oneself and others 2.2.4	2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health 2.2.4.C.2	How are character and health related? How do outside influences shape values?	Character can be developed and supported through individual and group activities, the influence of positive role models and involvement in community service

<p>Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence</p>	<p>Explain why core ethical values (such as respect, empathy ,civic mindedness, and good citizenship) are important in the local and world community 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them</p>		<p>Character is who you are when no one I looking</p>
<p>2.2.4 Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems</p>	<p>2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies 2.2.4.E.2 Explain when and how to seek help when experiencing health problem</p>	<p>How can you get treatment for health problems?</p>	<p>Communicating health needs to trusted adults and professionals to prevent and treat health problems</p>
<p>2.4.4 The family unit encompasses the diversity of family forms in contemporary society</p>	<p>2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits 2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others</p>	<p>How do we learn to understand and respect diversity in relationships? How do we know what a healthy relationship is and is not?</p>	<p>Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships Reliable personal and professional resources are available to assist with relationship problems</p>

Wellness

Grade: 3

Subject: Health

Topic: Wellness

Pacing: 20 days

Unit's Big Idea: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle

NJ Student Learning Standards 2014

Standard 2.1 Wellness All student will acquire health promotion concepts and skills to support a healthy, active lifestyle

Strand: A. Personal Growth and Development

C. Diseases and Health Conditions

D. Safety

E. Social and Emotional Health

Body Systems: All, with specific emphasis on Skeletal, Muscular and Nervous

Primary Interdisciplinary Connections:

- English Language Arts, Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
 - 9.1.4.B.4
 - 9.1.4.E.2
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Take responsibility for aspects of their own health in order to maintain a healthy lifestyle
- Identify how each body system works to support one another

Formative Assessment Tasks:

- Group Work, Projects, Discussion, Question and Answer, Teacher Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Disease prevention
- Hygiene
- What to do in emergency situations
- Coexisting in diverse environments

Resources:

- Health text
- The Kids Guide to Being a Good Kid
- Magic School Bus Inside Ralphie
- www.brainpopjr.com –teeth
- www.kidshealth.org
- www.discoveryeducation.com
- www.lymediseaseassociation.org games: tickles

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<p>2.1.4.A The dimensions of wellness are interrelated and impact overall personal well-being</p>	<p>2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact</p> <p>2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body system</p>	<p>What are the consequences (especially unforeseen) of our choices in terms of wellness?</p>	<p>Current and future personally wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors</p>
<p>2.1.4.C The use of disease prevention strategies in home, school, and community promotes personal health</p>	<p>2.1.4.C.1 Explain how most diseases and health conditions are preventable</p> <p>2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions</p>	<p>To what extent can we keep ourselves disease free?</p>	<p>Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before</p>

	2.1.4.C.3 Explain how mental health impacts one’s wellness		
2.1.4.D Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others	2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g. fire safety, poison safety, accident prevention). 2.1.4.D.2 Summarize the various forms of abuse and ways to get help 2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation	What is the difference between healthy and unhealthy risks? Why do we sometimes take risks that can cause harm to ourselves or others?	Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others
2.1.4.E Many factors at home, school, and in the community impact social and emotional health	2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs	How can you learn to like yourself and others?	Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health

Drugs and Medicine

Grade: 3

Subject: Health

Topic: Drugs and Medicine

Pacing: 5 days

Unit's Big Idea: Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

NJ Student Learning Standards 2014

Standard 2.3: Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy active lifestyle

Strand: B. Alcohol, Tobacco, and other Drugs

Primary Interdisciplinary Connections:

English Language Arts

Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
 - 9.1.4.B.3
 - 9.2.4.A.4
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Make responsible choices in regards to tobacco and alcohol

Formative Assessment Tasks:

- Group Work
- Worksheets

- Projects
- Discussion
- Question and Answer
- Teacher Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Take medicines appropriately; Say no to drugs; Identify tobacco usage as not only an unhealthy choice but also an expensive choice.

Resources:

- Health text and related
- www.brainpopjr.com
- www.discoveryeducation.com
- Discuss video & write paragraph on the difference between bad drugs and medicines.
- Website games

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
2.3.4 Use of drugs in unsafe ways is dangerous and harmful	2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences	Why do people choose to use illegal drugs when they are aware of the harmful side effects?	Students will understand it is illegal to use or possess certain drugs and the possible consequences

Grade 4 Health Instructional Units

Wellness

Grade Level: 4

Subject: Health

Topic: Wellness

Pacing: 4 weeks

Unit's Big Idea: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle

NJ Student Learning Standards 2014

Standard 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

Strands

B. Nutrition

D. Safety

E. Social and Emotional Health

Standard 2.4 Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

Strand

B. Sexuality

C. Pregnancy and Parenting

Body Systems: skeletal, muscular, nervous, respiratory, circulatory, digestive

Primary Interdisciplinary Connections:

- English Language Arts
- Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
 - 9.1.4.B.4
 - 9.1.4.E.2
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**

- None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
- None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Take responsibility for aspects of their own health in order to maintain a healthy lifestyle
- Identify how each individual body system works as part of a whole body.

Formative Assessment Tasks:

- Group Work
- Worksheets
- Projects
- Discussion
- Question and Answer
- Teacher Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Disease prevention
- Hygiene
- What to do in emergency situations
- Coexisting in diverse environments

Resources:

Health text and

www.kidshealth.org

www.brainpop.com

www.brainpopjr.com

www.discoveryeducation.com

www.nurshinteractive.org

www.choosemyplate.gov

www.cdc.gov

Stages of Life Cycle

Track your Movements Minutes

My Plate Blast Off Games			
Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
2.1.4.B Choosing a balanced variety of nutritious foods contributes to wellness	2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices 2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost 2.1.4.B.4 Interpret food product labels based on nutritional content	What makes a food healthy? How do you determine appropriate portion sizes?	There are many short and long term benefits and risks associated with nutritional choices
2.1.4.D.4 Applying first-aid procedures can minimize injury and save lives	2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning	What first aid procedures can minimize injury and save lives?	Understand simple first aid procedures for choking, bleeding, burns, and poisoning
2.1.4.E Many factors at home, school, and in the community impact social and emotional health 2.1.4.E Stress management skills impact an individual's ability to cope with different types of emotional situations	2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations	How can you learn to like yourself and others?	Developing self-esteem, resiliency, tolerance and coping skills support social and emotional health
2.4.4 Puberty is the period of sexual development, determined primarily by	2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages	How does puberty affect growth and development?	Different physical, social, and emotional changes occur at puberty.

heredity, in which the body becomes physically able to produce children			Puberty begins and ends at different ages
2.4.4 Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother	2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy		
2.4.4 The health of the birth mother impacts the development of the fetus	2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus		

Communication & Relationships

Grade: 4

Subject: Health

Topic: Communication & Relationships

Pacing: 2 weeks

Unit's Big Idea: The use of critical thinking, decision making, problem solving, leadership, and communication skills are essential to making informed, personal, family, and community health decisions.

NJ Student Learning Standards 2014 Standard:

2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: A. Interpersonal Communication

B. Decision-Making and Goal Setting

Primary Interdisciplinary Connections:

Social Studies

ELA

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - CRP 1, CRP2, CRP3, CRP4, CRP8
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Build positive relationships to help support a healthy lifestyle

Formative Assessment Tasks:

- Group Work
- Worksheets

- Projects
- Discussion
- Question and Answer
- Teacher Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Family dynamics / Family responsibilities
- Character development

Resources:

Human Race Club, “Casey’s Revenge”

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions	Enduring Understanding
<p>2.2.4 Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p>	<p>2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	<p>How does effective communication solve disagreements and conflicts?</p>	<p>Effective communications skills enhance a person's ability to respond to disagreements and conflicts with others.</p>
<p>2.2.4.B Many health-related situations require the application of a thoughtful decision- making process.</p>	<p>2.2.4.B 1 Use the decision-making process when addressing health-related issues. 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others. 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. 2.2.4.B.4 Develop a personal health goal and track progress.</p>	<p>How can I make good health decisions? How can I overcome negative influences when making decisions about my personal health? What should I plan for to achieve lifetime wellness?</p>	<p>Decision making can be affected by a variety of influences that may/may not be in a person's best interest. Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.</p>

Drugs and Medicine

Grade Level: 4

Subject: Health

Topic: Drugs and Medicine

Pacing: 2 weeks and integrated with Relationships and Wellness

Unit's Big Idea: Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others

NJ Student Learning Standards 2014

Standard 2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle

Strand A. Medicines

B. Alcohol, Tobacco, and other drugs

C. Dependency/Addiction and Treatment

Primary Interdisciplinary Connections:

- English Language Arts
- Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices**
 - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
 - 9.1.4.B.3
 - 9.2.4.A.4
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Make responsible choices in regard to tobacco and alcohol

Formative Assessment Tasks:

- Group Work
- Worksheets
- Projects
- Discussion
- Question and Answer
- Teacher Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Take medicines appropriately following all safety guidelines
- Identify all forms of tobacco as dangerous health choices

Resources:

www.brainpop.com

www.brainpopjr.com

Inhalants video

www.discoveryeducation.com

Anti-drug PSA, block or poster

Drunk goggles

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
2.3.4.A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective	2.3.4.A.1 Distinguish between over-the-counter and prescription medicines 2.3.4.A.2 Determine possible side effects of common types of medicines	How do I determine the responsible use of medicines?	Medicines must be used correctly in order to be safe and have the maximum benefit
2.3.4.B Use of drugs in unsafe ways is dangerous and harmful	2.3.4.B.2 Compare the short and long term physical effects of all types of tobacco use 2.3.4.B.4 Summarize the short and long term physical and behavioral effects of alcohol use and abuse 2.3.4.B.5	Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?	Alcohol, tobacco and other drugs have a variety of harmful effects on the body

	Identify the short and long term physical effects of inhaling certain substances		
2.3.4.C Substance abuse is caused by a variety of factors	2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and /or drug use problem 2.3.4.C.2 Differentiate between drug use, abuse, and misuse 2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs	Why does one person become an addict and what influences them?	There are common sign, stages, influences that effect dependency/addition

Grades 5 & 6 Physical education Units of Instruction

Fitness & Physical Activity

Grade: 5 & 6

Subject: Physical Education

Topic: Fitness & Physical Activity

Pacing: ongoing

Unit's Big Idea: To maintain a healthy and active lifestyle

NJ Student Learning Standards 2014 Standard:

2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

Strand A: Fitness and Physical Activity

Primary Interdisciplinary Connections:

Science, Social Studies, Visual & Performing Arts, Technology

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP3, CRP10
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Students will understand the five components of physical fitness and be able to increase tier physical fitness levels.

Alternate and Formative Assessment Tasks:

- Group Work
- Discussion
- Question & Answer
- Teacher Observation

- Participation / Sportsmanship
- Skill Development
- Peer Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

running walking
 skipping jogging

Resources:

- Cooperative games
- Individual sports
- Team sports

Rationale: Content Statement	CPI's Student will be able to . . .	Essential Questions	Enduring Understanding
<p>2.6.6.A Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status</p>	<p>2.6.6.A.1 Analyze the social, emotional, and health benefits of selected physical experiences</p> <p>2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness</p>	<p>What are the benefits of physical activity?</p> <p>How do lifestyle choices affect your personal fitness?</p>	<p>Stronger heart Improved cardiovascular Endurance Improve thinking</p> <p>Proper diet? Exercising? Social status (family income)? Environmental factors?</p>
	<p>2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness</p> <p>2.6.6.A.3 Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program</p> <p>2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health</p>	<p>How does your physical fitness improve through training?</p> <p>What activities would you incorporate in a fitness plan?</p> <p>What importance does diet have on your body composition and fitness?</p>	<p>Improved cardio endurance, muscular strength & endurance, flexibility</p> <p>Should plan: cardio, muscular strength & endurance flexibility</p>

	2.6.6.A.6		
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Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness

Movement Skills and Concepts

Grade: 5 & 6

Subject: Physical Education

Topic: Movement Skills and Concepts

Pacing: Ongoing

Unit's Big Idea: Properly perform different movements

NJ Student Learning Standards 2014 Standard: 2.5: Motor Skill Development All students will utilize safe, effective movement to develop and maintain a healthy, active lifestyle

Strand: A: Movement Skills and Concepts

Primary Interdisciplinary Connections:

Science, Technology, ELA, Performing Arts, Social Studies

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**

- CRP3

- **9.1 Personal Financial Literacy**

- None identified in this unit of instruction

- **9.2 Career Awareness, Exploration, and Preparation**

- None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**

- None identified in this unit of instruction

- **8.2 Technology Education, engineering, Design and Computational Thinking**

- None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Students will be able to perform proper movements while doing lifelong fitness activities

Alternate and Formative Assessment Tasks:

- Group Work
- Discussion
- Question and Answer
- Teacher Observation

- Participation / Sportsmanship
- Skill Development
- Peer Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

Perform correct cues during activity

Resources:

- Cooperative games
- Individual sports
- Team sports

Rationale: Content Statement	CPI's Student will be able to . .	Essential Questions	Enduring Understanding
<p>2.5.6.A Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities</p>	<p>2.5.6.A.1 Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities)</p> <p>2.5.6.A.2 Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments</p> <p>2.5.6.A.3 Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance)</p>	<p>What are the benefits of being coordinated?</p> <p>What is the importance of being agile?</p> <p>What is the importance of being able to keep your balance?</p>	<p>Avoid failing</p> <p>Preventing injuries</p> <p>Perform movements/skills needed for activities</p> <p>Faster reaction time</p>
<p>2.5.6.A.4 Performing movement skills effectively is often based on an individual's ability to analyze one's</p>	<p>2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance</p>	<p>How do you perform certain skills/movements correctly?</p>	<p>Explain specific mechanics</p> <p>Demonstrate specific mechanics</p>

own performance as well as receive constructive feedback from others			Analyze mechanics of others
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Strategy		
Grade: 5 & 6	Subject: Physical Education	Topic: Strategy
Pacing: Ongoing		
Unit's Big Idea: Individuals working together		
NJ Student Learning Standards 2014 Standard: 2.5: Motor Skill Development All students will utilize safe, effective movement to develop and maintain a healthy, active lifestyle		
Strand: A: Strategy		
Primary Interdisciplinary Connections: Social Studies, Visual & Performing Arts, Science, Technology		
NJ Student Learning Standards 21st Century Life and Career Themes		
<ul style="list-style-type: none"> ● Career Ready Practices: <ul style="list-style-type: none"> ○ CRP9, CRP12 ● 9.1 Personal Financial Literacy <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ 9.2.8.B.3 		
NJ Student Learning Standards Technology		
<ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 8.2 Technology Education, engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i>		
Have an understanding of how strategy affects game play		
Alternate and Formative Assessment Tasks:		
<ul style="list-style-type: none"> ● Group Work ● Discussion ● Question and Answer ● Teacher Observation ● Participation / Sportsmanship 		

- Preparation
- Skill Development
- Peer Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

Listening understanding roles collaborate
 Sportsmanship teamwork

Resources:

- Cooperative games
- Individual sports
- Team sports

Rationale: Content Statement	CPI's Student will be able to . .	Essential Questions	Enduring Understanding
<p>2.5.6.B There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations</p>	<p>2.5.6.B.1 Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities</p> <p>2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement</p>	<p>What is the importance of working in a group/team?</p> <p>How does communicating help achieve goals of a group?</p>	<p>Achieve a common goal</p> <p>Perform tasks efficiently</p> <p>Avoiding confusion with teammates</p>
<p>2.5.6.A Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others</p>	<p>2.5.6.A.4 Use self-evaluation and external feedback to detect and correct errors in one's movement performance</p>		

Sportsmanship, Rules, and Safety

Grade: 5 & 6	Subject: Physical Education	Topic: Sportsmanship, Rules, and Safety
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Pacing: Ongoing
Unit's Big Idea: Working cooperatively with others NJ Student Learning Standards 2014 Standard 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle Strand C: Sportsmanship, Rules, and Safety
Primary Interdisciplinary Connections: Social Studies, Performing Arts, Science
NJ Student Learning Standards 21st Century Life and Career Themes <ul style="list-style-type: none"> ● Career Ready Practices: <ul style="list-style-type: none"> ○ CRP9, CRP12 ● 9.1 Personal Financial Literacy <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> ○ None identified in this unit of instruction
NJ Student Learning Standards Technology <ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 8.2 Technology Education, engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ None identified in this unit of instruction
Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i> Participate in activities in a safe, appropriate, and caring manner
Alternate and Formative Assessment Tasks: <ul style="list-style-type: none"> ● Group Work ● Discussion ● Question and Answer ● Teacher Observation ● Participation / Sportsmanship ● Skill Development ● Peer Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

Communication team work
 Safe play team accomplishments
 Sensitivity towards others

Resources:

- Cooperative games
- Individual sports
- Team sports
- Fitness Activities

Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
2.5.6.C Practicing appropriate and safe behaviors while participating in and viewing games, sports and other competitive events contributes to enjoyment of the event.	2.5.6.C.2 Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety	What is the importance of following rules?	Preventing injuries Enjoying the game/activity Keep activity/game fair
	2.5.6.C.1 Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior	How can you practice good sportsmanship?	Deal with disappointment Self-control Follow rules
2.5.6.C There is a strong cultural, ethnic, and historical background associated with competitive sports and dance	2.5.6.C.3 Relate the origin and rules associated with certain games, sports, and dances to different cultures	What influence has cultures influenced different sports? What is the importance of different sports/dance on society?	Past Times/origins Social gatherings

Drugs and Medicine

Grade: 5

Subject: Health

Topic: Drugs and Medicine

Pacing: 8 days

Gang Prevention Statute, Bully Prevention Mandate

Units Big Idea: Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

NJ Student Learning Standards 2014

Standard: 2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand: A. Medicines

B. Alcohol, Tobacco, and Other Drugs

C. Dependency/Addiction and Treatment

Primary Interdisciplinary Connections:

Science, ELA

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP2, CRP3, CRP4, CRP5, CRP8, CRP10
- **9.1 Personal Financial Literacy**
 - 9.1.8.C.9
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.8.B.1, 9.2.8.B.7

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Read and follow all directions on medicine labels
- Connect use of tobacco to increased risk of certain diseases and conditions
- Understand the dangerous impact of alcohol and tobacco use

Alternate and Formative Assessment Tasks:

- Role Plays
- Group Work
- Discussion
- Question & Answer
- Teacher Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Create a poster that shows health and/or environmental effects of tobacco and/or alcohol use

Resources:

- www.discoveryeducation.com
- Video: “Dusty the Dragon”
- Video: “Fast Forward Future”

Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
<p>2.3.6.A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p>	<p>2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements. 2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.</p>	<p>How do I determine whether or not a medication will be necessary and effective?</p>	<p>Medicines, when necessary, must be used correctly in order to be safe and have the maximum benefit.</p>
<p>2.3.6.B There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.</p>	<p>2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.</p>	<p>Why it is important to understand how commonly abused drugs affect the body?</p>	<p>Commonly abused drugs can affect your body in a negative way.</p>
<p>2.3.6.C Substance abuse is caused by a variety of factors.</p>	<p>2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. 2.3.6.C.2</p>	<p>Why do people choose to use alcohol, tobacco and other drugs even though they know they are harmful to their health?</p>	<p>People may be negatively influenced by others around them and once addicted to a</p>

	<p>Explain how wellness is affected during the stages of drug dependency/addiction.</p> <p>2.3.6.C.3</p> <p>Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.</p>		<p>drug it is extremely difficult to stop.</p>
<p>2.3.6.C</p> <p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<p>2.3.6.C.4</p> <p>Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug- free.</p>	<p>Why are resistance skills so valuable when faced with peer and media pressure to use drugs?</p>	<p>Knowing how and why to say “NO” to drugs and negative influences.</p>

Growth and Development, Nutrition and Disease

Grade: 5

Subject: Health

Topic: Body Systems

Pacing: 8 – 10 days

Units Big Idea: Understanding Personal Growth and Development as well as choices that limit disease are essential to making informed and educated decisions related to your body.

NJ Student Learning Standards 2014

STANDARD 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

STRAND: A. Personal Growth and Development

C. Diseases and Health Conditions

Body Systems: All body systems with emphasis on respiratory and cardiovascular systems

Primary Interdisciplinary Connections:

Science, ELA

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - 8.1.8.D.1
- **8.2 Technology Education, engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Take responsibility for knowing how your own body functions.
- Make responsible choices to keep your body healthy

Alternate and Formative Assessment Tasks:

- Role Plays
- Group Work
- Discussion

Summative Summative Assessment Transfer Tasks:			
<i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...</i>			
<ul style="list-style-type: none"> Develop creative writing story on the respiratory or cardiovascular system 			
Resources:			
<ul style="list-style-type: none"> www.discoveryeducation.com 			
Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
2.1.6.A Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness. 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.	What causes optimal personal growth and development?	Using health data, information and resources contribute to optimal personal growth and development. A healthy lifestyle is dependent on good choices, habits and understanding how heredity influences growth and development.
2.1.6.C The early detection and treatment of diseases and health conditions impact one's health.	2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. 2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions.	Why is the early detection and treatment of diseases important for your optimal health?	Being aware of early detection measures and various treatment options related to diseases, can help people live healthier and longer than ever before. Preventing disease and health conditions are an important public health strategy.

Sexuality

Grade: 5

Subject: Health

Topic: Sexuality

Pacing: 4- 5 days

Units Big Idea: Understanding the many aspects of human relationships and sexuality assists in making good choices about healthy living.

NJ Student Learning Standards 2014

STANDARD 2.4: Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

STRAND: B. Sexuality

C. Pregnancy and Parenting

Primary Interdisciplinary Connections:

Science, Social Studies, Visual & Performing Arts, Technology

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Apply the steps of conflict resolution to real life situations
- Analyze the cause and effect of risky behaviors and contracting certain diseases and infections

Alternate and Formative Assessment Tasks:

- Role Plays
- Group Work

- Discussion
- Question & Answer
- Teacher Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Skits
- Posters
- Research Project

Resources:

- Videos:
 - “Growing Up and Liking It”
 - Intro “Always Changing”
 - Co-Ed “Straight Talk” Part 1
 - “Growing Up and Liking It” Part 3

Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
<p>2.4.6.B Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.</p> <p>2.4.6.B Responsible actions regarding sexual behavior impact the health of oneself and others.</p>	<p>2.4.6.B.1 Compare growth patterns of males and females during adolescence.</p> <p>2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active.</p>	<p>How does the body change during puberty and what causes these changes?</p> <p>Why is it important to remain abstinent?</p>	<p>Knowledge of the body changes of both males and females during adolescence.</p> <p>The understanding that even though your body may be capable of reproduction, mentally, emotionally and socially you are not ready for it.</p>
<p>2.4.6.C Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</p>	<p>2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy</p> <p>2.4.6.C.1</p>	<p>How does a baby grow and develop inside the mother?</p>	<p>Understanding the process of human development during pregnancy.</p>

	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.		
2.4.4.C The health of the birth mother impacts the development of the fetus	2.4.4.C.2 Relate the health of the birth other to the development of a healthy fetus 2.4.6.C.2 Identify the signs and symptoms of pregnancy.	Why is important for a mother to make healthy choices when she is pregnant?	The health of the birth mother and her choices are essential to the healthy development of the baby

Social and Emotional Health		
Grade: 5	Subject: Health	Topic: Social and Emotional Health
Pacing: 8 days		
Gang prevention Statute, Bully Prevention mandate		
<p>Unit's Big Idea: The use of critical thinking, decision making, character development, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.</p> <p>NJ Student Learning Standards 2014 Standards: Standard: 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. Strand: E. Social and Emotional Health Standard: 2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. Strand: A. Interpersonal Communication C. Character Development E. Health Services and Information</p>		
<p>Primary Interdisciplinary Connections: English Language Arts, Character Education</p>		
<p>NJ Student Learning Standards 21st Century Life and Career Themes</p> <ul style="list-style-type: none"> ● Career Ready Practices ● 9.1 Personal Financial Literacy ● 9.2 Career Awareness, Exploration, and Preparation 		
<p>NJ Student Learning Standards Technology</p> <ul style="list-style-type: none"> ● 8.1 Educational Technology ● 8.2 Technology Education, Engineering, Design and Computational Thinking 		
<p>Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i></p> <ul style="list-style-type: none"> ● Apply the steps of conflict resolution to real-life situations. ● Take responsibility to make healthy choices and decisions 		
<p>Alternate and Formative Assessment Tasks:</p> <ul style="list-style-type: none"> ● Role playing 		

- Discussion
- Question and Answer
- Observations

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Students will create and perform skits that include a conflict and the steps to resolve the conflict
- Students will create and perform skits responsible and healthy relationships

Resources:

www.discoveryeducation.com

Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
<p>2.1.6.E Social and emotional development impacts all components of wellness.</p> <p>2.1.6.E Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.</p> <p>2.1.6.E Stress management skills impact an individual's ability to cope with different types of emotional situations.</p>	<p>2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development.</p> <p>2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</p> <p>2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.</p>	<p>Why is it important to get along with others for your social and emotional development?</p>	<p>How you get along with others is going to affect your future relationships and wellness.</p>
<p>2.2.6.A Effective communication may be a determining factor in the outcome of health- and safety- related situations.</p> <p>2.2.6.A Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</p>	<p>2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</p> <p>2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.</p>	<p>How does communication impact your relationships with others and overall wellness</p>	<p>Understanding what you say and do impacts your relationships with others and your overall wellness.</p>

<p>2.2.6.C Personal core ethical values impact the behavior of oneself and others.</p> <p>2.2.6.C Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.</p>	<p>2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.</p> <p>2.2.6.C.2 Predict situations that may challenge an individual's core ethical values.</p> <p>2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities.</p>	<p>Why is having good character important in guiding ones behavior?</p>	<p>Knowing why good character traits are important in addressing challenging situations at home, at school and in the community while also accepting people with disabilities.</p>
<p>2.2.6.E Health literacy includes the ability to compare and evaluate health resources.</p>	<p>2.2.6.E.1 Determine the validity and reliability of different types of health resources.</p>	<p>Why is it important to have reliable resources for health information?</p>	<p>It is important to have reliable sources and the ability to find trusted adults in order to make good health related decisions.</p>
<p>2.4.6.A Healthy relationships require a mutual commitment.</p>	<p>2.4.6.A.1 Compare and contrast how families may change over time.</p> <p>2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.</p> <p>2.4.6.A.3 Examine the types of relationships adolescents may experience.</p> <p>2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships.</p>	<p>What is required for healthy relationships?</p>	<p>Mutual respect and commitment is required to develop and maintain healthy relationships.</p>

Grade 6 Instructional Units for Health

Drugs and Medicine

Grade: 6 **Subject:** Health **Topic:** Drugs and Medicine

Pacing: 5 days and during LEAD Education program

Gang Prevention Statute, Bully Prevention Mandate

Units Big Idea: Knowledge about drugs and medicines is essential for good decision making related to personal wellness and the wellness of others.

NJ Student Learning Standards 2014 STANDARDS

2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand: A. Medicines

B. Alcohol, Tobacco, and Other Drugs

C. Dependency/Addiction and Treatment

Primary Interdisciplinary Connections:

Science, ELA

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP2, CRP3, CRP4, CRP5, CRP8, CRP10
- **9.1 Personal Financial Literacy**
 - 9.1.8.C.9
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.8.B.1, 9.2.8.B.7

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Read and interpret information on a nutrition facts label
- Connect use of tobacco to increased risk of certain diseases and conditions

- Understand the financial impact of tobacco use

Alternate and Formative Assessment Tasks:

- Research
- Group Work
- Discussion
- Question & Answer
- Teacher Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Create a poster or brochure with names classifying drugs, short and long term effects, street names, etc.
- Create a poster that shows health or environmental effects of tobacco use
- Do a cost analysis of tobacco usage

Resources:

- LEAD Program
- www.discoveryeducation.com
- Current Events

Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
2.3.6.A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements. 2.3.6.A.2 Compare information found on over-the-counter and prescription medicines.	How do I determine whether or not a medication will be effective?	Medicines must be used correctly in order to be safe and have the maximum benefit.
2.3.6.B There is a strong relationship between individuals who abuse drugs and	2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse.	What are the risks of using tobacco, alcohol, and inhalants?	Tobacco, alcohol and inhalants have many health risks that can be harmful to the body.

<p>increased intentional and unintentional health-risk behaviors.</p>	<p>2.3.6.B.2 Relate tobacco use and the incidence of diseases</p> <p>2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers.</p> <p>2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.</p> <p>2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.</p> <p>2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse.</p> <p>2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.</p>	<p>How do tobacco, alcohol, inhalants and other illegal drugs impact one's health?</p>	<p>Research clearly states that illegal drugs have a variety of harmful effects on the human body.</p>
<p>2.3.6.C Substance abuse is caused by a variety of factors.</p>	<p>2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.</p> <p>2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction.</p> <p>2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.</p>	<p>What are the risks of using tobacco, alcohol, and inhalants?</p> <p>How do tobacco, alcohol, inhalants and other illegal drugs impact one's health?</p>	<p>Tobacco, alcohol and inhalants have many health risks that can be harmful to the body.</p> <p>Research clearly states that illegal drugs have a variety of harmful effects on the human body.</p>
<p>2.3.6.C</p>	<p>2.3.6.C.4</p>	<p>What are the risks of using tobacco, alcohol, and inhalants?</p>	<p>Tobacco, alcohol and inhalants have many health risks that can be harmful to the body.</p>

<p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<p>Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.</p> <p>(LEAD PROGRAM)</p>	<p>How do tobacco, alcohol, inhalants and other illegal drugs impact one's health?</p>	<p>Research clearly states that illegal drugs have a variety of harmful effects on the human body.</p>
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Growth and Development, Nutrition and Disease

Grade: 6 | **Subject:** Health | **Topic:** Growth and Development, Nutrition and Disease

Pacing: 15 days

Units Big Idea: Understanding Personal Growth and Development as well as choices that limit disease are essential to making informed and educated decisions related to your body.

NJ Student Learning Standards 2014

Standards 2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand: A. Personal Growth and Development

C. Diseases and Health Conditions

Primary Interdisciplinary Connections:

Science, ELA

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - 8.1.8.D.1
- **8.2 Technology Education, engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Relate information on food labels to higher incidence of certain diseases and conditions
- Differentiate between various phobias and illnesses

Alternate and Formative Assessment Tasks:

- Group Work
- Discussion

- Question & Answer
- Teacher Observation
- Research

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Analyze a nutrition food label

Resources:

Current Events

- www.discoveryeducation.com

Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
2.1.6.A Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness. 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.	What causes optimal personal growth and development?	Using health data, information and resources contribute to optimal personal growth and development. A healthy lifestyle is dependent on good choices, habits and understanding how heredity influences growth and
2.1.6.B Eating patterns are influenced by a variety of factors.	2.1.6.B.1 Determine factors that influence food choices and eating patterns. 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns. 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.4	What foods are healthy to eat for a well-balanced diet? How do you create a balanced nutritional meal with appropriate portion sizes? How do you read a nutrition label to make good food choices?	There are many short and long term health benefits and risks associated with nutritional choices.

	Compare and contrast nutritional information on similar food products in order to make informed choices.		
2.1.6.C The early detection and treatment of diseases and health conditions impact one's health.	2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. 2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions. 2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.	How can the early detection and treatment of diseases and health conditions impact one's life?	The early detection and treatment of diseases and other health conditions has a tremendous impact on one's life.

Sexuality

Grade: 6**Subject:** Health**Topic:** Sexuality**Pacing:** 7 days**Gang Prevention Statute, Bully Prevention Mandate****Units Big Idea:** Understanding the many aspects of human relationships and sexuality assists in making good choices about healthy living.**NJ Student Learning Standards 2014****2.4: Human Relationships and Sexuality** All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.**STRAND: A.** Relationships

B. Sexuality

C. Pregnancy and Parenting

Primary Interdisciplinary Connections:

Science, Social Studies

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - None identified in this unit of instruction
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Apply the steps of conflict resolution to real life situations
- Analyze the cause and effect of risky behaviors and contracting certain diseases and infections

Alternate and Formative Assessment Tasks:

- Group Work
- Discussion
- Question & Answer
- Teacher Observation

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Skits created and performed to demonstrate learning goals
- Posters
- Research Project

Resources:

- www.discoveryeducation.com
- Current Events

Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
2.4.6.A Healthy relationships require a mutual commitment.	2.4.6.A.3 Examine the types of relationships adolescents may experience. 2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships. 2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence.	What types of relationships do adolescents have? What are some strategies to resolve conflict in relationships? What are the various types of dating among adolescents?	Relationships include friends, family, acquaintances, etc. There are many types of conflict resolution skills. It is essential to understand the various types of dating among adolescents.
2.4.6.B Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. 2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.	What types of behaviors place you at risk for HIV/AIDS, STI'S and unwanted pregnancy? What are the physical, mental, social and emotional impacts of	Abstinence is the best way to protect yourself and your health. Sexual activity among teens can have a devastating impact on one's total health.

		adolescent decisions regarding sexual behavior?	
<p>2.4.6.C Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.</p> <p>2.4.6.C Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.</p>	<p>2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</p> <p>2.4.6.C.2 Identify the signs and symptoms of pregnancy.</p> <p>2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy.</p> <p>2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families.</p>	<p>How does a baby begin, grow and develop during pregnancy?</p> <p>Why is it important for a pregnant woman to maintain good health during pregnancy?</p>	<p>Having a solid understanding of the process of fertilization, embryonic growth and fetal development during pregnancy is important to a healthy development.</p> <p>Prenatal care has a direct impact on the delivery and long term health of the child and Mother.</p>

Safety and Wellness

Grade: 6 **Subject:** Health **Topic:** Safety and Wellness

Pacing: 7 days

Gang Prevention Statute, Bully Prevention Mandate

Units Big Idea. Taking responsibility for one’s own health is an important step towards creating and maintaining a healthy, active lifestyle.

NJ Student Learning Standards 2014:

2.1: Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand: D. Safety

2.2: Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: B. Decision-Making and Goal Setting

E. Health Services and Information

Primary Interdisciplinary Connections:

Science, Social Studies, Technology

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP10, CRP12
- **9.1 Personal Financial Literacy**
 - 9.1.8.A.2
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.6

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - 8.1.8.D.1 (Anti Bullying) 8.1.8.D.5
- **8.2 Technology Education, engineering, Design and Computational Thinking**
 - 8.2.5.A.4, 8.2.5.B.4

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Identify and properly sequence first aid techniques and steps
- Identify cause and effect relationships between injuries and use or nonuse of protective equipment

Alternate and Formative Assessment Tasks:

- Question & Answer
- Teacher Observation
- Student Journals

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Demonstrate simple first aid skills
- Create and present a research presentation on learning goal

Resources:

- www.discoveryeducation.com
- Current Events

Rationale: Content Statement	CPI's Student will be able to. . .	Essential Questions	Enduring Understanding
<p>2.1.6.D Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.</p> <p>2.1.6.D Applying first-aid procedures can minimize injury and save lives.</p>	<p>2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.</p> <p>2.1.6.D.2 Explain what to do if abuse is suspected or occurs.</p> <p>2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</p> <p>2.1.6.D.4 Assess when to use basic first-aid procedures.</p>	<p>Why is it important to identify and recognize common causes of accidents and injuries?</p> <p>What first aid procedures can minimize injury and save lives?</p>	<p>Having an understanding of common causes of accidents and injuries can reduce the risk of injury to oneself and others.</p> <p>Understanding simple first aid procedures can minimize injury and save lives.</p>
<p>2.2.6 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p>	<p>2.2.6.B.1 Use effective decision-making strategies.</p> <p>2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <p>2.2.6.B.3</p>	<p>How can I make good health related decisions?</p> <p>What are the short and long term consequences of my decisions in regards to my health goals?</p>	<p>Understanding effective decision making strategies is important to making good decisions related to health.</p>

	<p>Determine how conflicting interests may influence one's decisions.</p> <p>2.2.6.B.4</p> <p>Apply personal health data and information to support achievement of one's short- and long-term health goals.</p>	<p>Where can I find reliable information and resources to help me make good health related decisions?</p>	<p>Finding reliable health resources to support one's short and long term health goals.</p>
<p>2.2.6.E</p> <p>Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p>	<p>2.2.6.E.2</p> <p>Distinguish health issues that warrant support from trusted adults or health professionals.</p>	<p>Why is it important to communicate any health related concerns to a trusted adult?</p>	<p>Communicating to adults any health related issues assists in the prevention, early detection and treatment of them.</p>

Grade 7 & 8 Instructional Units for Physical Education

Fitness and Physical Activity

Grade: 7 & 8

Subject: Physical Education

Topic: Fitness and Physical Activity

Pacing: Ongoing

Unit's Big Idea: Fitness to maintain a healthy and active lifestyle.

NJ Student Learning Standards 2014 Standard:

2.6: Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strand: A: Fitness and Physical Activity

Primary Interdisciplinary Connections:

ELA Social Studies Visual and Performing Arts Math
Science Technology World Language

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP3, CRP10
- **9.1 Personal Financial Literacy:**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation:**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Understand the importance of physical activity and fitness on personal health

Formative Assessment Tasks:

Skill Tests
Discussions
Teacher Observation
Questions and Answers

Summative Summative Assessment Transfer Tasks:			
<i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following</i>			
<ul style="list-style-type: none"> Understand the different areas of fitness 			
Resources:			
<ul style="list-style-type: none"> Warm-Up Circuit Training Practice 			
Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
2.6.8.A Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.	2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. 2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. 2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. 2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.	What should be included in an exercise program? What information should be recorded when developing an exercise program?	Cardio endurance, muscular strength, muscular endurance, and flexibility exercises Frequency, intensity, time, type, diet
	2.6.8.A.3 Analyze how medical and technological advances impact personal fitness.	What technology can you use to help improve your fitness level?	<ul style="list-style-type: none"> Heart rate monitor Pedometers Medical checkups Fitness videos and DVD's

Movement Skills and Concepts		
Grade: 7 & 8	Subject: Physical Education	Topic: Movement Skills and Concepts

Pacing: ongoing
Unit's Big Idea: Properly perform different movements NJ Student Learning Standards 2014 Standard 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. Strand: A Movement Skills and Concepts
Primary Interdisciplinary Connections: ELA Science Social Studies Visual and Performing Arts
NJ Student Learning Standards 21st Century Life and Career Themes <ul style="list-style-type: none"> ● Career Ready Practices: <ul style="list-style-type: none"> ○ CRP3 ● 9.1 Personal Financial Literacy: <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation: <ul style="list-style-type: none"> ○ None identified in this unit of instruction
NJ Student Learning Standards Technology <ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 8.2 Technology Education, Engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ None identified in this unit of instruction
Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Perform correct technique in movement skills and concepts
Formative Assessment Tasks: Skills tests Discussions Teacher Observation Questions and Answers
Summative Summative Assessment Transfer Tasks: <i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following</i> <ul style="list-style-type: none"> ● Perform correct cues in a game situation
Resources:

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
2.5.8.A Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1 Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities). 2.5.8.A.2 Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance. 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.	What is the importance of skill training/practice towards an applied setting (game)? How does feedback (positive or negative) affect performance?	Balance Coordination Increased chance of improved performance/skills Correct errors Mental performance/confidence
	2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).	How does dance improve movement skills?	Coordination Balance Rhythm Agility Changing pace

Strategy		
Grade: 7 & 8	Subject: Physical Education	Topic: Strategy
Pacing: Ongoing		
Unit's Big Idea: Individuals Working Together NJ Student Learning Standards 2014 Standard 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. Strand B: Strategy		
Primary Interdisciplinary Connections:		
ELA	Math	
NJ Student Learning Standards 21st Century Life and Career Themes <ul style="list-style-type: none"> ● Career Ready Practices: <ul style="list-style-type: none"> ○ CRP9, CRP12 ● 9.1 Personal Financial Literacy: <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation: <ul style="list-style-type: none"> ○ 9.2.8.B.3 		
NJ Student Learning Standards Technology <ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 8.2 Technology Education, Engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i> <ul style="list-style-type: none"> ● Understand how their choices impact their lives. 		
Formative Assessment Tasks: Quizzes and Tests Discussions Teacher Observation Questions and Answers		
Summative Summative Assessment Transfer Tasks: <i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following</i>		

- Ask students why they made their choices

Resources:

- Team Sports
- Dual Sports
- Individual Sports

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<p>2.5.8.B Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.</p>	<p>2.5.8.B.1 Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>2.5.8.B.2 Assess the effectiveness of specific mental strategies applied to improve performance.</p> <p>2.5.8.B.3 Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.</p>	<p>How do individuals come together to perform as a unit?</p> <p>How does an individual's specific skill set help a team to be successful?</p> <p>How does a makeup of a team impact the strategy used during a performance?</p>	<p>Different skills are needed for different positions</p> <p>Different roles are needed to be successful</p> <p>Effective communication skills</p> <p>Increased knowledge increases success rate</p> <p>Being knowledgeable can help teach/explain/demonstrate/improve</p>

Sportsmanship, Rules, and Safety

Grade: 7 & 8

Subject: Physical Education

Topic: Sportsmanship, Rules, and Safety

Pacing: Ongoing

Unit's Big Idea: Working cooperatively with others

NJ Student Learning Standards 2014

Standard 2.5: Motor Skill Development All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Strand: C: Sportsmanship, Rules, and Safety

Primary Interdisciplinary Connections:

ELA Science Social Studies

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP9, CRP12
- **9.1 Personal Financial Literacy:**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation:**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Understand how to prevent injuries and how to work with others

Formative Assessment Tasks:

Quizzes and Tests

Discussions

Teacher Observation

Questions and Answers

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following

- When participating in team and or individual sports students will demonstrate that they are following rules and working together.

Resources:

- Written tests for rules of various activities
- Participate in Team Sports
- Rulebooks
- Officials

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
2.5.8.C Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.8.C.1 Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities. 2.5.8.C.2 Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.	What keeps you safe while participating during sports/activities?	Following rules and regulations Practicing skills Using equipment correctly Practicing good sportsmanship

Grade 7 Instructional Units for Health

Sexuality, Pregnancy & Parenting

Grade: 7

Subject: Health

Topic: Sexuality, Pregnancy & Parenting

Pacing: 7-10 days

Unit's Big Idea: Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living

NJ Student Learning Standards 2014

Standard 2.2: Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Strand: E. Health Services and Information

Standard 2.4: Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

Strand: Sexuality

Primary Interdisciplinary Connections:

ELA Social Studies

Science Technology

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP2, CRP3, CRP4, CRP5, CRP9, CRP10
- **9.1 Personal Financial Literacy:**
 - 9.1.8.A.1, A.2, A.3, A.5, A.6, A.7 & 9.1.8.E.3
- **9.2 Career Awareness, Exploration, and Preparation:**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Understand practicing abstinence lowers the risk of pregnancy and STI's
- Understand use and effectiveness of various methods of contraception

Formative Assessment Tasks:			
Projects	Quizzes and Tests		
Discussions	Teacher Observation		
Worksheets	Questions and Answers	Student Homework	
Summative Summative Assessment Transfer Tasks: (summative)			
<i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following</i>			
<ul style="list-style-type: none"> • Develop/create a poster categorizing the types of contraception (permanent, hormonal, barrier, NFP) • Create lists of things you can do to show your partner you care that you are not sexual • Produce a pamphlet of the various services provided and available in Sussex County 			
Resources:			
<ul style="list-style-type: none"> • Textbook • Video & video clips • Current Events • Discovery Ed 			
Rationale	CPI's	Essential Questions	Enduring Understanding
Content Statement	Student's will be able to . . .	<i>Students will keep considering...</i>	<i>Students will understand that ...</i>
2.4.8.B Responsible actions regarding sexual behavior impact the health of oneself and others	2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active	Why is it important to remain sexually abstinent at my age and how can I do that?	Remaining sexually abstinent at this time is so important because of the many negative consequences of sexual activity
	2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use?	What are the different methods of contraception available for use by adolescents? Why would one be chosen over another?	It is important to know the various methods available, and the pros and cons of each
2.2.8.E Potential solutions to health issues are dependent on health literacy and available resources	2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the internet	How can we differentiate between valid and reliable sources, health products, services, and resources?	Learning about the services and resources in your community is vital for acquiring and maintaining optimal health
	2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals	How can we learn to determine which situations require an adult's help and/or the expertise of a	There are some situations that absolutely require going to an adult and/or health

detection, and treatment of health problems		health professional as opposed to when we can handle it on our own?	professional. Not doing this could result in negative health consequences
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Decision Making and Goal Setting

Grade: 7

Subject: Health

Topic: Decision Making and Goal Setting

Pacing: 1-3 days

NJ Statutes on Gang Prevention and Anti Bullying will be covered under this Standard

Unit's Big Idea: Using leadership and decision making skills to set goal and to make informed decisions

NJ Student Learning Standards 2014 Standard:

2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: B. Decision-Making and Goal Setting.

Primary Interdisciplinary Connections:

ELA Social Studies Visual and Performing Arts

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:** CRP1, CRP2, CRP3, CRP4, CRP5, CRP9, CRP10
- **9.1 Personal Financial Literacy:**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation:**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- To use critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

Formative Assessment Tasks:

Projects	Quizzes and Tests	
Group Work	Discussions	Teacher Observation
Worksheets	Questions and Answers	Student Homework

Goal setting activity for short & long term goals

<p>Summative Summative Assessment Transfer Tasks: (summative) <i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following</i></p> <ul style="list-style-type: none"> ● Apply decision making steps to a typical age appropriate scenario to produce a presentation to class ● perform a role play scenario depicting a conversation about gang violence or bullying that involves an adult rather than being handled by student alone 			
<p>Resources:</p> <ul style="list-style-type: none"> ● Current Events ● Discovery Ed ● Textbook 			
<p>Rationale Content Statement</p>	<p>CPI's Student's will be able to . . .</p>	<p>Essential Questions <i>Students will keep considering...</i></p>	<p>Enduring Understanding <i>Students will understand that ...</i></p>
<p>2.2.8.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p>	<p>2.2.8.B.1 Predict social situations that may require the use of decision-making skills. 2.2.8.B.2 Justify when individual or collaborative decision- making is appropriate. 2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.</p>	<p>What situations might I encounter as a middle-school student that would require the use of good decision making skills?</p> <p>How do you know when to make a decision on your own or when to ask for help?</p> <p>What do I have control over in achieving my optimal health status?</p>	<p>Decision-making can be affected by a variety of influences that may negatively affect a person's health.</p> <p>Knowing when to ask for help and when it can be handled on your own is an important life skill.</p> <p>Achieving health goals can be affected by many different things throughout our lives. We should recognize that there will be some things we can control, and some that we cannot.</p>

Nutrition

Grade: 7 **Subject:** Health **Topic:** Nutrition

Pacing:

Unit's Big Idea: Proper nutrition is the key to a healthy body

NJ Student Learning Standards 2014

2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

Strand B: Nutrition

Primary Interdisciplinary Connections:

Math Social Studies
ELA Technology
Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP3, CRP5, CRP8, CRP9, CRP10
- **9.1 Personal Financial Literacy**
 - 9.1.B.E.3, 9.1.B.E.8
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.5, 9.2.8.B.6

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - 8.1.8.A.2
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Understand the relationship between good nutrition and a healthier body

Formative Assessment Tasks:

Student Homework
Group Work
Worksheets
Student Journals/Notes

Teacher Observation
 Discussion
 Question and Answer
 Quizzes

Summative Summative Assessment Transfer Tasks: (summative)

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Using Chef Solus interactive nutrition game, create a meal plan for a day (B.L.D. & 2 snacks) for proper caloric intake based on activity or
- Analyze a food label, converting grams of nutrients into calories or
- Create a variety of meals and compare nutrition facts, creating a final meal plan breakfast, lunch and dinner using Myplate.gov website
- Partake in a “Healthy Snack exchange” to demonstrate understanding of material learned during Nutrition unit

Resources:

- Discover Ed
- Current Events
- Textbooks
- Myplate.gov websites
- HealthEdco tear off sheets: food logs and Nutrition facts label
- Brochures or tray liners from Fast Food Establishments
- Supersize me DVD teacher version

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<p>2.1.8.B Eating patterns are influenced by a variety of factors</p>	<p>2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance</p> <p>2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight</p> <p>2.1.8.B.3</p>	<p>What affects our eating habits?</p> <p>What is a healthy way to lose, gain, or maintain weight?</p> <p>What should you consider when making a weekly nutritional plan?</p> <p>How do supplements compare to natural food sources?</p>	<p>Nutrition choices are impacted by many factors</p> <p>There are healthy ways to lose, gain, and maintain weight</p> <p>A variety of factors influence what we eat on a weekly basis</p> <p>Eating a variety of foods is the best way to get all of the nutrients needed to achieve optimal health</p>

	<p>Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds</p> <p>2.1.8.B.4</p> <p>Analyze the nutritional values of new products and supplements</p>		
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Social and Emotional Health

Grade: 7

Subject: Health

Topic: Social and Emotional Health

Pacing: 7-10 days

Unit's Big Idea: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

NJ Student Learning Standards 2014

Standard 2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand: E. Social and Emotional Health

Standard: 2.2: Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: A. Interpersonal Communication

Strand: C. Character Development

Standard: 2.4: Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand: A. Relationships

Primary Interdisciplinary Connections:

ELA Science Social Studies

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP 2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP12
- **9.1 Personal Financial Literacy:**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation:**
 - 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.5, 9.2.8.B.6

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - 8.1.8.D.1, 8.1.8.D.5
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Take responsibility for one's own health recognizing an essential step towards developing and maintaining a healthy active lifestyle.

Formative Assessment Tasks:

Quizzes and Tests Group Work Discussions Teacher Observation Questions and Answers			
Summative Summative Assessment Transfer Tasks: <i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following</i> <ul style="list-style-type: none"> • Categorize examples of abusive behaviors (sexual, physical, emotional, verbal, isolation, etc.) 			
Resources: <ul style="list-style-type: none"> • Text Book: Totally Awesome Health! • Current Events • Discovery Education video clips • Inventories on stress scale eating behaviors, emotions, etc. 			
Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
2.1.8.E Social and emotional development impacts all components of wellness.	2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.	What characteristics do I have that will help me to stay healthy both emotionally and socially?	Who we are helps us to support our emotional and social health.
2.1.8.E Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.	What can we do at home, in school and in our communities to prevent conflict?	We all need to work together to prevent conflict.
2.1.8.E Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change.	What skills do I need to effectively cope with crisis and change? Is it different in various cultures?	People cope in different ways with crisis and change.

<p>2.1.8.E Stress Management skills impact an individual's ability to cope with different types of emotional situations</p>	<p>2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations.</p>	<p>What are the different ways I can cope with stressful situations?</p>	<p>There are many different techniques and coping strategies that can be used when dealing with stressful situations.</p>
<p>2.4.8.A The values acquired from family, culture, personal experiences, and friends impact all types of relationships</p>	<p>2.4.8.A.1 Predict how changes within a family can impact family members. 2.4.8.A.2 Explain how the family unit impacts character development. 2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships.</p>	<p>What changes within a family can impact family members?</p> <p>How does your family affect the development of your character?</p> <p>When should we look for outside help?</p>	<p>Things that happen to one family member affect the entire family.</p> <p>Your family will help shape who you become.</p> <p>There are times when we need to seek the help of professionals in our relationships.</p>

Diseases & Health Conditions

Grade: 7	Subject: Health	Topic: Diseases & Health Conditions
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Pacing: 1-3 days

Unit's Big Idea: A cooperative effort between health agencies on all levels is important to prevent and treat disease

NJ Student Learning Standards 2014

2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

Strand C: Disease and Health Conditions

Primary Interdisciplinary Connections:

ELA

Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP3, CRP5, CRP8, CRP9, CRP10
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.5, 9.2.8.B.6

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Identify local, state, national and/or global resources
- Understand “signs” and symptoms of various mental illnesses, diseases and resources available for diagnoses

Formative Assessment Tasks:

- Worksheets
- Discussion
- Question and Answer

- Quizzes & Tests
- Teacher Observation

Summative Summative Assessment Transfer Tasks: (summative)

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following

- Create stations for class mates based on situation (abuse, STI, drug use, etc)

Resources:

- CDC.gov websites
- Sussex County Public Health Nursing brochures, handouts, etc.
- Discovery ED segments
- Current Events

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
2.1.8.C The prevention and control of diseases and health conditions are affected by many factors	2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions	What is being done at the local, state, national and international levels to prevent and control diseases and health conditions?	Public Health is dependent upon the combined efforts of many agencies starting with the local level and expanding to international efforts
	2.1.8.C.3 Analyze the impact of mental illness (e.g.: depression, impulse disorders, and bipolar disorders) on physical, social, and emotional well-being	How do mental illnesses affect our physical, social, and emotional well-being?	Mental illnesses affect us in all areas of wellness

Drugs and Addiction

Grade: 7

Subject: Health

Topic: Drugs and Addiction

Pacing: 10-14 days

Unit's Big Idea: Knowledge about drugs and medicines affects personal wellness and the wellness of others.

NJ Student Learning Standards 2014 Standard:

2.3: Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand:

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

2.6: Fitness

Strand:

- A. **Fitness and Physical Activity**

Information from PE standard 2.6.8.A.6 addressing anabolic steroids are included in health curriculum

Primary Interdisciplinary Connections:

ELA Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP2, CRP3, CRP4, CRP5, CRP8, CRP10
- **9.1 Personal Financial Literacy:**
 - 9.1.8.C.9, 9.1.8.A.1, 9.1.8.A.6, 9.1.8.A.7
- **9.2 Career Awareness, Exploration, and Preparation:**
 - 9.1.8.B.7

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Discuss how drugs legal and illegal and medicines affect personal wellness and the wellness of others.

Formative Assessment Tasks:

- Quizzes and Tests
- Group Work
- Discussions
- Worksheets
- Questions and Answers
- Student Homework

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following

- Create and perform scenarios that show how addiction affects other family members.
- Write reaction paper about how they felt when they could not throw or catch a ball while wearing vision goggles

Resources:

- Current Events
- Discovery Ed
- Patricia Rizzo Toner Reproducible Activities

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<p>2.3.8.A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.</p>	<p>2.3.8.A.1 Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.</p> <p>2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.</p>	<p>What makes OTC, prescription meds, and supplements affect people differently?</p> <p>What happens differently between an adolescent's body and an adult's body when abusing Prescription and OTC meds?</p>	<p>There are many things that determine how drugs affect our bodies differently.</p> <p>Abuse of drugs can affect an adolescent's body differently than an adult's, often leading to greater consequences.</p>

<p>2.3.8.B There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors</p>	<p>2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8. B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.</p>	<p>How do commonly abused substances affect our bodies?</p> <p>What can happen to me legally if I use, sell or have drugs in my possession?</p> <p>How will the use of tobacco affect me now and as I grow older?</p>	<p>Any type of drug abuse is going to negatively affect our health, both behaviorally and physically.</p> <p>Adolescents will be held legally responsible if they use, sell or possess illegal substances.</p> <p>Tobacco use will speed up the aging process.</p>
	<p>2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</p> <p>2.3.8.B.6 Relate the use of alcohol and other drugs to decision- making and risk for sexual assault, pregnancy, and STI's.</p> <p>2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p> <p>2.3.8.B.8 Analyze health risks associated with injected drug use.</p>	<p>How are the laws about tobacco in other states and countries different from New Jersey?</p> <p>How does alcohol affect the body?</p> <p>What are the effects of alcohol and other drugs on the decision-making centers of the brain?</p> <p>How does inhalant use/abuse affect all of the areas of wellness?</p> <p>What are the risks associated with injecting drugs?</p>	<p>There are different laws regarding tobacco depending upon where you are.</p> <p>Alcohol affects many different areas of the brain.</p> <p>Alcohol and other drugs impair a person's ability to make good decisions.</p> <p>Inhalant use/abuse does not only affect us physically.</p> <p>Aside from the actual drug, there are additional risks when you inject them.</p>

<p>PE Fitness 2.6.8.A.6: Knowing and applying a variety of effective training principles over time enhance personal fitness level, performance and health status</p>	<p>2.6.8.A.6 Anabolic Steroids: Determine the physical, behavioral, legal and ethical consequences of use of anabolic steroids and other Performance Enhancing Drugs.</p>	<p>What happens when you use Anabolic Steroids?</p>	<p>Anabolic steroid use, as well as other Performance Enhancing Drugs, is illegal as well as dangerous to your health.</p>
<p>2.3.8.C Substance abuse is caused by a variety of factors.</p>	<p>2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.</p>	<p>What is the current thinking about dependency/addiction? What can we do to support a drug free life?</p>	<p>There are many factors that contribute to dependency/addiction. There are many things we can do to remain drug-free.</p>
<p>2.3.8.C The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.</p>	<p>2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.</p>	<p>What can we do to help family and friends affected by substance abuse?</p>	<p>There are many resources available in addition to things we can do to help those affected by substance abuse.</p>

Health Services, Information, Personal Growth & Development

Grade: 7 **Subject:** Health **Topic:** Health Services & Information / Personal Growth & Development

Pacing: 2-4 days

Unit's Big Idea: Taking responsibility for one's health is an essential step towards developing and maintaining a healthy, active lifestyle

NJ Student Learning Standards 2014

2.1: Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

Strand: A. Personal Growth and Development

2.2: Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Strand: E. Health Services and Information

Primary Interdisciplinary Connections:

ELA Math

Science Technology

NJ Student Learning Standards 21st Century Life and Career Themes

- Career Ready Practices:
 - None identified in this unit of instruction
- 9.1 Personal Financial Literacy
 - None identified in this unit of instruction
- 9.2 Career Awareness, Exploration, and Preparation
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology:**
 - 8.1.8.D.4
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Take responsibility for one's health by developing and maintaining a healthy lifestyle

Formative Assessment Tasks:

- Student Homework
- Group Work

- Worksheets
- Discussion
- Question and Answer
- Quizzes
- Teacher Observation

Summative Summative Assessment Transfer Tasks: (summative)

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following

- Create resource of valid and reliable services available in Sussex County of professionals to assist in the prevention, early detection, and treatment of health problems.
- Analyze advertisements for truth and validity and present to class the findings

Resources:

- Textbooks
- Local Resource Guide for Sussex County
- Current Events
- Advertisements from magazines and websites, etc.
- Agency Pamphlets

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<p>2.1.8.A Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.</p>	<p>2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness.</p> <p>2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.</p> <p>2.1.8.A.3 Relate advances in technology to maintaining and improving personal health.</p> <p>2.1.8.A.4</p>	<p>How can we use our own personal health data to make proper choices regarding our health?</p> <p>What choices can we make to encourage optimal health development?</p> <p>How can we use technology to attain optimal health?</p>	<p>Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.</p> <p>An individual's health at different life stages is dependent on heredity, environmental factors and lifestyle choices.</p> <p>Technology can be a useful tool in maintaining our personal wellness.</p>

	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.	How can we learn to examine the validity of advertisements for the products we will purchase?	Learning to analyze and critique advertisements will enable us to make better choices about the products we will use.
2.2.8.E Potential solutions to health issues are dependent on health literacy and available resources	2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet.	How can we differentiate between valid and reliable sources health products, services and resources?	Learning about the services and resources in your community is vital for acquiring and maintaining optimal health.

Grade 8 Instructional Units for Health

Sexuality, Pregnancy & Parenting

Grade: 8

Subject: Health

Topic: Sexuality, Pregnancy & Parenting

Pacing: 3 – 5 days

Unit's Big Idea: Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living

NJ Student Learning Standards 2014

Standard 2.2: Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Strand: E. Health Services and Information

Standard 2.4: Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle

Strand: Sexuality

Primary Interdisciplinary Connections:

ELA Social Studies

Science Technology

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP2, CRP3, CRP4, CRP5, CRP9, CRP10
- **9.1 Personal Financial Literacy:**
 - 9.1.8.A.1, A.2, A.3, A.5, A.6, A.7 & 9.1.8.E.3
- **9.2 Career Awareness, Exploration, and Preparation:**
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Understand practicing abstinence lowers the risk of pregnancy and STI's
- Understand use and effectiveness of various methods of contraception

Formative Assessment Tasks:

Projects

Quizzes and Tests

Discussions	Teacher Observation		
Worksheets	Questions and Answers	Student Homework	
Summative Summative Assessment Transfer Tasks: (summative)			
<i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following</i>			
<ul style="list-style-type: none"> ● Develop/create a poster categorizing the types of contraception (permanent, hormonal, barrier, NFP) ● Create lists of things you can do to show your partner you care that you are not sexual ● Produce a pamphlet of the various services provided and available in Sussex County 			
Resources:			
<ul style="list-style-type: none"> ● Textbook ● Current Events ● Video & video clips ● Discovery Ed 			
Rationale	CPI's	Essential Questions	Enduring Understanding
Content Statement	Student's will be able to . . .	<i>Students will keep considering...</i>	<i>Students will understand that ...</i>
2.4.8.B Responsible actions regarding sexual behavior impact the health of oneself and others	2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active	Why is it important to remain sexually abstinent at my age and how can I do that?	Remaining sexually abstinent at this time is so important because of the many negative consequences of sexual activity
	2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use?	What are the different methods of contraception available for use by adolescents? Why would one be chosen over another?	It is important to know the various methods available, and the pros and cons of each
2.2.8.E Potential solutions to health issues are dependent on health literacy and available resources	2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the internet	How can we differentiate between valid and reliable sources, health products, services, and resources?	Learning about the services and resources in your community is vital for acquiring and maintaining optimal health
2.2.8.E Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems	2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals	How can we learn to determine which situations require an adult's help and/or the expertise of a health professional as opposed to when we can handle it on our own?	There are some situations that absolutely require going to an adult and/or health professional. Not doing this could result in negative health consequences

Decision Making and Goal Setting		
Grade: 8	Subject: Health	Topic: Decision Making and Goal Setting
Pacing:		
NJ Statutes on Gang Prevention and Anti Bullying will be covered under this Standard		
Unit's Big Idea: Using leadership and decision making skills to set goal and to make informed decisions		
NJ Student Learning Standards 2014 Standard:		
2.2 Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.		
Strand: B. Decision-Making and Goal Setting.		
Primary Interdisciplinary Connections:		
ELA	Social Studies	Visual and Performing Arts
NJ Student Learning Standards 21st Century Life and Career Themes		
<ul style="list-style-type: none"> ● Career Ready Practices: CRP1, CRP2, CRP3, CRP4, CRP5, CRP9, CRP10 ● 9.1 Personal Financial Literacy: <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 9.2 Career Awareness, Exploration, and Preparation: <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
NJ Student Learning Standards Technology		
<ul style="list-style-type: none"> ● 8.1 Educational Technology <ul style="list-style-type: none"> ○ None identified in this unit of instruction ● 8.2 Technology Education, Engineering, Design and Computational Thinking <ul style="list-style-type: none"> ○ None identified in this unit of instruction 		
Transfer Goal: <i>Students will be increasingly able to independently use their learning to...</i>		
<ul style="list-style-type: none"> ● To use critical thinking, decision making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions. 		
Formative Assessment Tasks:		
Projects	Quizzes and Tests	
Group Work	Discussions	Teacher Observation
Worksheets	Questions and Answers	Student Homework

Goal setting activity for short & long term goals

Summative Summative Assessment Transfer Tasks: (summative)

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following

- Apply decision making steps to a typical age appropriate scenario to produce a presentation to class
- perform a role play scenario depicting a conversation about gang violence or bullying that involves an adult rather than being handled by student alone

Resources:

- Current Events
- Discovery Education

Rationale	CPI's	Essential Questions	Enduring Understanding
Content Statement	Student's will be able to . . .	<i>Students will keep considering...</i>	<i>Students will understand that ...</i>
<p>2.2.8.B Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.</p>	<p>2.2.8.B.1 Predict social situations that may require the use of decision-making skills.</p>	<p>What situations might I encounter as a middle-school student that would require the use of good decision making skills?</p>	<p>Decision-making can be affected by a variety of influences that may negatively affect a person's health.</p>

Nutrition

Grade: 8

Subject: Health

Topic: Nutrition

Pacing:

Unit's Big Idea: Proper nutrition is the key to a healthy body

NJ Student Learning Standards 2014

2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

Strand B: Nutrition

Primary Interdisciplinary Connections:

Math Social Studies

ELA Technology

Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP3, CRP5, CRP8, CRP9, CRP10
- **9.1 Personal Financial Literacy**
 - 9.1.B.E.3, 9.1.B.E.8
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.5, 9.2.8.B.6

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - 8.1.8.A.2
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Understand the relationship between good nutrition and a healthier body

Formative Assessment Tasks:

Student Homework

Group Work

Worksheets

Student Journals/Notes

Teacher Observation
 Discussion
 Question and Answer
 Quizzes

Summative Summative Assessment Transfer Tasks: (summative)

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Using Chef Solus interactive nutrition game, create a meal plan for a day (B.L.D. & 2 snacks) for proper caloric intake based on activity or
- Analyze a food label, converting grams of nutrients into calories or
- Create a variety of meals and compare nutrition facts, creating a final meal plan breakfast, lunch and dinner using Myplate.gov website
- Partake in a “Healthy Snack exchange” to demonstrate understanding of material learned during Nutrition unit

Resources:

- Discover Ed
- BrainPop
- Current Health magazines
- Patricia Rizzo Toner Reproducible Activities
- Textbooks
- Myplate.gov websites
- HealthEdco tear off sheets: food logs and Nutrition facts label
- Brochures or tray liners from Fast Food Establishments
- Supersize me DVD teacher version
- Senteo responders

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
2.1.8.B Eating patterns are influenced by a variety of factors	2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance 2.1.8.B.2	What affects our eating habits? What is a healthy way to lose, gain, or maintain weight? What should you consider when making a weekly nutritional plan?	Nutrition choices are impacted by many factors There are healthy ways to lose, gain, and maintain weight A variety of factors influence what we eat on a weekly basis

	<p>Identify and defend healthy ways for adolescents to lose, gain, or maintain weight</p> <p>2.1.8.B.3</p> <p>Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds</p> <p>2.1.8.B.4</p> <p>Analyze the nutritional values of new products and supplements</p>	<p>How do supplements compare to natural food sources?</p>	<p>Eating a variety of foods is the best way to get all of the nutrients needed to achieve optimal health</p>
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Safety

Grade: 8

Subject: Health

Topic: Safety

Pacing: 18-20 days

Unit's Big Idea: Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle

NJ Student Learning Standards 2014

2.1 Wellness All student will acquire health promotion concepts and skills to support a healthy, active lifestyle

Strand D: Safety

Primary Interdisciplinary Connections:

Science

Math

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP 2, CRP3, CRP4, CRP5, CRP6, CRP8, CRP9, CRP10, CRP12
- **9.1 Personal Financial Literacy:**
 - 9.1.8.A.2
- **9.2 Career Awareness, Exploration, and Preparation:**
 - 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.6

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Identify situations to protect their own safety and help others who may need medical attention

Formative Assessment Tasks:

- Notes
- Demonstrations
- Group Work
- Worksheets

- Discussion
- Teacher Observation

Summative Summative Assessment Transfer Tasks: (summative)

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following...

- Demonstrate Heimlich maneuver, rescue breathing and CPR
- Demonstrate splinting techniques or
- Create a teen safety dating plan (in case of an abusive dating or relationship)

Resources:

- American Red Cross (Resuscitation Annie)
- Manual / Participant
- Textbook
- Current Events

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<p>2.1.8.D Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices</p>	<p>2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others</p> <p>2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is comprised</p> <p>2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system</p>	<p>How can I reduce the chances of hurting myself or others?</p> <p>How can I protect myself in public?</p> <p>What can happen if we do not obey the traffic law?</p>	<p>Different situations pose different potential for injuries. We need to identify ways to reduce those risks</p> <p>Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others</p> <p>Laws are designed to protect our safety</p>
<p>2.1.8.D</p>	<p>2.1.8.D.4</p>		

Applying first-aid procedures can minimize injury and save lives	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning	What should I do in a medical emergency?	Knowing what to do in a medical emergency can save a person's life
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Social and Emotional Health

Grade: 8

Subject: Health

Topic: Social and Emotional Health

Pacing: 2 – 4 days

Unit’s Big Idea: Taking responsibility for one’s own health is an essential step towards developing and maintaining a healthy, active lifestyle.

NJ Student Learning Standards 2014

Standard 2.1: Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

Strand: E. Social and Emotional Health

Standard: 2.2: Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

Strand: A. Interpersonal Communication

Strand: C. Character Development

Standard: 2.4: Human Relationships and Sexuality All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.

Strand: A. Relationships

Primary Interdisciplinary Connections:

ELA Science Social Studies

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP 2, CRP3, CRP4, CRP5, CRP6, CRP7, CRP8, CRP9, CRP10, CRP12
- **9.1 Personal Financial Literacy:**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation:**
 - 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.5, 9.2.8.B.6

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - 8.1.8.D.1, 8.1.8.D.5
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Take responsibility for one’s own health recognizing an essential step towards developing and maintaining a healthy active lifestyle.

Formative Assessment Tasks:

Quizzes and Tests Group Work Discussions Teacher Observation Questions and Answers			
<p>Summative Summative Assessment Transfer Tasks: <i>Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following</i></p> <ul style="list-style-type: none"> • Categorize examples of abusive behaviors (sexual, physical, emotional, verbal, isolation, etc.) 			
<p>Resources:</p> <ul style="list-style-type: none"> • Current Events • Totally Awesome Health! • Discovery Education video clips • Inventories on stress scale eating behaviors, emotions, etc. 			
Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
<p>2.4.8.A</p> <p>The values acquired from family, culture, personal experiences, and friends impact all types of relationships</p>	<p>2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction.</p> <p>2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.</p> <p>2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.</p>	<p>When should we look for outside help?</p> <p>How do affection, love, commitment and sexual attraction differ?</p> <p>What are some warning signs of unhealthy relationships?</p> <p>What can I do if I find myself in an unhealthy relationship or know someone who is?</p> <p>What do you think are acceptable rules regarding dating at your age?</p>	<p>There are times when we need to seek the help of professionals in our relationships.</p> <p>It is important to recognize the differences between affection, love, commitment and sexual attraction.</p> <p>There are ways to identify an unhealthy relationship, and resources within our community to help those in an unhealthy relationship.</p> <p>Dating rules are important for both your emotional health as well as your safety.</p>
<p>2.2.8.A</p> <p>Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity,</p>	<p>2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.</p>	<p>Why is it important to understand how verbal and nonverbal communication can affect a conversation?</p>	<p>It is important to recognize verbal and nonverbal interpersonal communication strategies in a variety of cultures, settings and situations.</p>

socioeconomic background, religion, and/or culture.			
2.2.8.A Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.	What skills can I use to respond to peer pressure and avoid conflicts?	It is important to know what to do when faced with peer pressure and conflict?
2.2.8.C Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities. 2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities.	What can an individual do to ensure he/she is demonstrating good character as an individual, in groups, or as part of a team? How do various cultures respond to those with disabilities?	Demonstrating good character is key in individual, group and team activities. Recognizing and respecting the difference in abilities of individuals demonstrates good values.
2.2.8.C Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.	Why are rules important to have in all types of situations?	Rules, regulations and policies provide a framework to keep everyone safe.

Diseases & Health Conditions

Grade: 8

Subject: Health

Topic: Diseases & Health Conditions

Pacing: 2-3 days

Unit's Big Idea: A cooperative effort between health agencies on all levels is important to prevent and treat disease

NJ Student Learning Standards 2014

2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

Strand C: Disease and Health Conditions

Primary Interdisciplinary Connections:

ELA Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP3, CRP5, CRP8, CRP9, CRP10
- **9.1 Personal Financial Literacy**
 - None identified in this unit of instruction
- **9.2 Career Awareness, Exploration, and Preparation**
 - 9.2.8.B.1, 9.2.8.B.3, 9.2.8.B.4, 9.2.8.B.5, 9.2.8.B.6

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Identify local, state, national and/or global resources
- Understand “signs” and symptoms of various mental illnesses, diseases and resources available for diagnoses

Formative Assessment Tasks:

Worksheets Discussion Question and Answer Quizzes & Tests Teacher Observation

Summative Summative Assessment Transfer Tasks: (summative)

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following

- Create stations for class mates based on situation (abuse, STI, drug use, etc)

Resources: <ul style="list-style-type: none"> ● CDC.gov websites ● Sussex County Public Health Nursing brochures, handouts, etc. ● Discovery Education ● Current Events 			
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Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
2.1.8.C The prevention and control of diseases and health conditions are affected by many factors	2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexuality transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer	What are available technologies used to diagnose and treat common diseases and health conditions?	There are many different ways to diagnose and treat most common diseases and health conditions, depending upon where you live in the world

Drugs and Addiction

Grade: 8

Subject: Health

Topic: Drugs and Addiction

Pacing: 10 days

Unit's Big Idea: Knowledge about drugs and medicines affects personal wellness and the wellness of others.

NJ Student Learning Standards 2014 Standard:

2.3: Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Strand:

- A. Medicines
- B. Alcohol, Tobacco, and Other Drugs
- C. Dependency/Addiction and Treatment

2.6: Fitness

Strand:

B. Fitness and Physical Activity

Information from PE standard 2.6.8.A.6 addressing anabolic steroids are included in health curriculum

Primary Interdisciplinary Connections:

ELA Science

NJ Student Learning Standards 21st Century Life and Career Themes

- **Career Ready Practices:**
 - CRP1, CRP2, CRP3, CRP4, CRP5, CRP8, CRP10
- **9.1 Personal Financial Literacy:**
 - 9.1.8.C.9, 9.1.8.A.1, 9.1.8.A.6, 9.1.8.A.7
- **9.2 Career Awareness, Exploration, and Preparation:**
 - 9.1.8.B.7

NJ Student Learning Standards Technology

- **8.1 Educational Technology**
 - None identified in this unit of instruction
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Discuss how drugs legal and illegal and medicines affect personal wellness and the wellness of others.

Formative Assessment Tasks:

- Quizzes and Tests
- Group Work
- Discussions
- Debates
- Worksheets
- Questions and Answers
- Student Homework

Summative Summative Assessment Transfer Tasks:

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following

- Create and perform scenarios that show how addiction affects other family members.
- Write reaction paper about how they felt when they could not throw or catch a ball while wearing vision goggles

Resources:

- BrainPop
- Discovery Ed
- Patricia Rizzo Toner Reproducible Activities

Rationale Content Statement	CPI's Student's will be able to . . .	Essential Questions <i>Students will keep considering...</i>	Enduring Understanding <i>Students will understand that ...</i>
2.3.8.A Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.8.A.1 Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals. 2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter	What makes OTC, prescription meds, and supplements affect people differently? What happens differently between an adolescent's body and an adult's body when abusing Prescription and OTC meds?	There are many things that determine how drugs affect our bodies differently. Abuse of drugs can affect an adolescent's body differently than an adult's, often leading to greater consequences.

	medicines and the consequences of such abuse.		
<p>2.3.8.B There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors</p>	<p>2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.</p> <p>2.3.8. B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances.</p> <p>2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process.</p>	<p>How do commonly abused substances affect our bodies?</p> <p>What can happen to me legally if I use, sell or have drugs in my possession?</p> <p>How will the use of tobacco affect me now and as I grow older?</p>	<p>Any type of drug abuse is going to negatively affect our health, both behaviorally and physically.</p> <p>Adolescents will be held legally responsible if they use, sell or possess illegal substances.</p> <p>Tobacco use will speed up the aging process.</p>
	<p>2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries.</p> <p>2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.</p> <p>2.3.8.B.6 Relate the use of alcohol and other drugs to decision- making and risk for sexual assault, pregnancy, and STI's.</p> <p>2.3.8.B.7 Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.</p> <p>2.3.8.B.8</p>	<p>How are the laws about tobacco in other states and countries different from New Jersey?</p> <p>How does alcohol affect the body?</p> <p>What are the effects of alcohol and other drugs on the decision-making centers of the brain?</p> <p>How does inhalant use/abuse affect all of the areas of wellness?</p>	<p>There are different laws regarding tobacco depending upon where you are.</p> <p>Alcohol affects many different areas of the brain.</p> <p>Alcohol and other drugs impair a person's ability to make good decisions.</p> <p>Inhalant use/abuse does not only affect us physically.</p> <p>Aside from the actual drug, there are additional risks when you inject them.</p>

	Analyze health risks associated with injected drug use.	What are the risks associated with injecting drugs?	
PE Fitness 2.6.8.A.6: Knowing and applying a variety of effective training principles over time enhance personal fitness level, performance and health status	2.6.8.A.6 Anabolic Steroids: Determine the physical, behavioral, legal and ethical consequences of use of anabolic steroids and other Performance Enhancing Drugs.	What happens when you use Anabolic Steroids?	Anabolic steroid use, as well as other Performance Enhancing Drugs, is illegal as well as dangerous to your health.
2.3.8.C Substance abuse is caused by a variety of factors.	2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.	What is the current thinking about dependency/addiction? What can we do to support a drug free life?	There are many factors that contribute to dependency/addiction. There are many things we can do to remain drug-free.
2.3.8.C The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.	2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.	What can we do to help family and friends affected by substance abuse?	There are many resources available in addition to things we can do to help those affected by substance abuse.

Health Services, Information, Personal Growth & Development

Grade: 8 **Subject:** Health **Topic:** Health Services & Information / Personal Growth & Development

Pacing: 1 -2 days

Unit's Big Idea: Taking responsibility for one's health is an essential step towards developing and maintaining a healthy, active lifestyle

NJ Student Learning Standards 2014

2.1: Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

Strand: A. Personal Growth and Development

2.2: Integrated Skills All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Strand: E. Health Services and Information

Primary Interdisciplinary Connections:

ELA Math

Science Technology

NJ Student Learning Standards 21st Century Life and Career Themes

- Career Ready Practices:
 - None identified in this unit of instruction
- 9.1 Personal Financial Literacy
 - None identified in this unit of instruction
- 9.2 Career Awareness, Exploration, and Preparation
 - None identified in this unit of instruction

NJ Student Learning Standards Technology

- **8.1 Educational Technology:**
 - 8.1.8.D.4
- **8.2 Technology Education, Engineering, Design and Computational Thinking**
 - None identified in this unit of instruction

Transfer Goal: *Students will be increasingly able to independently use their learning to...*

- Take responsibility for one's health by developing and maintaining a healthy lifestyle

Formative Assessment Tasks:

- Student Homework
- Group Work

- Worksheets
- Discussion
- Question and Answer
- Quizzes
- Teacher Observation

Summative Summative Assessment Transfer Tasks: (summative)

Students will apply the skills, knowledge, and/or attitudes that were learned into one or more of the following

- Create resource of valid and reliable services available in Sussex County of professionals to assist in the prevention, early detection, and treatment of health problems.
- Analyze advertisements for truth and validity and present to class the findings

Resources:

- Textbooks
- Current Events
- Local Resource Guide for Sussex County
- Advertisements from magazines and websites, etc.
- Agency Pamphlets

Rationale	CPI's	Essential Questions	Enduring Understanding
Content Statement	Student's will be able to . . .	<i>Students will keep considering...</i>	<i>Students will understand that ...</i>
<p>2.2.8.E Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.</p>	<p>2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals.</p>	<p>How can we learn to determine which situations require an adult's help and/or the expertise of a health professional as opposed to when we can handle it on our own?</p>	<p>There are some situations that absolutely require going to an adult and/or health professional. Not doing this could result in negative health consequences.</p>

The Heartsaver® First Aid and CPR AED Certification Course

Grade 8

Course Goal:

The Heartsaver® First Aid and CPR AED Courses are designed to prepare people to provide first aid, cardiopulmonary resuscitation (CPR), and automated external defibrillator (AED) use in a safe, timely, and effective manner. The course goals include cognitive and psychomotor objectives.

Heartsaver First Aid CPR AED is geared towards anyone with little or no medical training who wants to be prepared for an emergency in any setting.

Upon successful completion of the course, students receive a course completion card, valid for two years.

Learning Objectives:

At the end of the CPR AED course, students will be able to

- Describe how high quality CPR improves survival
- Explain the concepts of the Chain of Survival
- Recognize when someone needs CPR
- Perform high quality CPR for an adult
- Describe how to perform CPR with help from others
- Give effective breaths by using mouth to mouth or a mask for all age groups
- Demonstrate how to use an AED on an adult
- Perform high quality CPR for a child
- Demonstrate how to use an AED on a child
- Perform high quality CPR for an infant
- Describe when and how to help a choking child or adult
- Demonstrate how to help a choking infant

At the end of the Heartsaver First Aid Course, students will be able to

- List the priorities, roles and responsibilities of first aid rescuers
- Describe the key steps in first aid

- Remove protective gloves (skill student will demonstrate)
- Find the problem (skill student will demonstrate)
- Describe the assessment and first aid actions for the following life threatening conditions: heart attack, difficulty breathing, choking, severe bleeding, shock, and stroke
- Use an epinephrine pen (skill student will demonstrate)
- Control bleeding and bandaging (skill student will demonstrate)
- Recognize elements of common injuries
- Recognize elements of common illnesses
- Describe how to find information on preventing illness and injury
- Recognize the legal questions that apply to first aid rescuers

Materials:

CPR AED Equipment Checklist:

- Manikins and equipment for the demonstration of core skills (airway management, correct hand placement, compression depth, chest recoil)
- Course Completion Cards
- Student Workbook
- Precourse letter
- TV/DVD player or computer with projector, screen and speakers
- Course video
- AED trainer with pads
- Barrier device (mask)
- One Way Valve
- Face Shield
- Stop watch
- Manikin cleaning supplies
- Latex free gloves
- Gauze pads (4x4)
- Roll of Gauze
- Epinephrine pen trainer

First Aid Equipment Checklist:

- Latex-free gloves
- Epine[hrine pen trainer
- Gauze pads
- Roll of gauze
- Magazines for splint

Modifications and Accommodations

Note Modifications and accommodations listed in curriculum guides are suggested for all types of learners. Specific student accommodations and modifications listed in an IEP will take priority for each individual student instruction.**

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2. [Modifications and Accommodations for LEP Students](#)
3. [Modifications and Accommodations for G & T Students](#)

Modifications and Accommodations for IEP & 504 Students

Textbooks and Curriculum

Books: Accommodations

- Provide audio books or text to speech alternatives
- Provide summaries of chapters
- Use peer readers
- Use marker to highlight important textbook sections
- Provide the student with a list of discussion questions before reading the material

Books: Modifications

- Provide alternative books with similar concepts but at an independent reading level
- Give page numbers to help the student find answers

Curriculum: Accommodations

- Provide a vocabulary list
- Provide alternatives to reading aloud in front of the class

Curriculum: Modifications

- Shorten assignments to focus on mastery of key concepts

- Shorten spelling tests to focus on mastering the most functional words

Instructions and Assignments

Directions: Accommodations

- Use both oral and printed directions
- Highlight keywords in directions
- Give directions in small steps using as few words as possible
- Number and sequence steps in a task
- Provide visual aides
- Show a model of the end product

Time/Transitions: Accommodations

- Alert student several minutes before a transition from one activity to another
- Provide additional time to complete a task
- Increase wait time for responses
- Provide a visual timer

Handwriting: Accommodations

- Use fill-in questions with space for a brief response rather than a short essay
- Provide a "designated note taker" or photocopy of another student's or teacher's notes
- Provide outlines for video
- Provide a print copy of any assignments or directions written on the blackboard or smartboard/Activboard
- Provide photocopy materials rather than requiring students to copy from the board or textbook
- Provide access to a word processor, alpha smart, or similar device
- Allow use of voice-activated software for long written assignments
- Allow students to dictate a writing assignment for a teacher or teacher's aide to scribe

Grading: Accommodations

- Mark the correct answers rather than incorrect ones

Grading: Modifications

- Provide partial grade based on individual progress or effort
- Permit a student to rework assignments for a grade to reflect mastery

Tests: Accommodations

- Go over directions orally
- Permit extended time to complete tests
- Have materials read to the student and allow oral responses (for tests that don't measure reading or writing)
- Divide tests into small sections of similar questions and problems
- Allow the student to complete an independent project as an alternative test
- Provide study guides and study questions that directly relate to tests
- Provide a sample or practice test

Tests: Modifications

- Grade spelling separately from the content
- Allow take-home or open-book tests Provide a vocabulary list with definitions
- Provide possible answers for fill-in-the-blank sections

Math: Accommodations

- Allow the student to use a calculator without penalty
- Provide fewer problems on a worksheet (such as 4 to 6 problems on a page)
- Use enlarged graph paper to help the student keep numbers in columns
- Provide a table of math facts for reference (unless testing math facts)
- Tape a number line to student's desk
- Read and explain story problems or break problems into smaller steps
- Use pictures or graphics

Other Accommodations

- Check progress and provide feedback often in the first few minutes of each assignment
- Provide structured assignments with lists for the student to cross off when finished

- Break long-term assignments into small, sequential steps with daily monitoring and frequent grading
- Allow use of sensory tools for those with sensory needs
- Use color-coded materials for each class

Motivation

- Activity choice
- Hands-on, multimodal activities
- Doable tasks
- Foster independence
- Student involvement in goal setting and assessment activities
- Choice to work with others or alone

Instructional Presentation

- Relate to personal experiences
- Establish purpose or goals of lesson
- Activate prior knowledge
- Advanced organizers
- Build background knowledge of content or strategy
- Preteach vocabulary and review strategy
- Visual demonstrations, illustrations, models

Modifications and Accommodations for LEP Students

- provide many visual cues, such as pictures, videos, field trips, picture books, and demonstration lessons, to aid understanding.
- Learn the backgrounds of LEP students and plan a lesson that is both culturally and linguistically appropriate.
- Group students flexibly, in small groups based on individual or group interests as well as instructional need or ability.
- Give clear, simple directions to LEP students. Ask them to retell, in their own words, what you are asking them to do before they attempt a task.
- Provide background information and examples that support the content for each lesson..
- Paraphrase information and main ideas.
- Reorganize and reinforce information.

- Build background information through brainstorming; semantic webbing; use of maps, photos, and illustrations; and use of the KWL strategy.
- Simplify language for presentation. Teachers can use “sheltered English,” in which they make content-specific language more comprehensible for LEP students by using short, simple syntactic structures; introducing one concept persentence; limiting structures to one tense; using the active
- Develop content area vocabulary. Vocabulary specific to the content area may be developed through various activities, including the following:
 - starting a picture dictionary or word bank;
 - teaching the vocabulary appropriate to a given subject before introducing the content;
 - reviewing and reinforcing the vocabulary during the content activities;
 - labeling objects in the classroom;
 - taping vocabulary words in context so that students learn to recognize the words;
 - using realia (actual objects, such as a variety of foods or textures) as tools for teaching so that vocabulary becomes real and tangible; and
 - encouraging students to use a dictionary to learn or confirm word meanings.
- Close-captioned video or TV
- Computer programs
- Teacher-made adaptations, outlines, and study guides
- High interest/low-reading-level content materials
- Books with audio tapes

Modifications and Accommodations for G & T Students

Adaptive strategies for the exceptionally able student. These include:

- Interdisciplinary and problem-based assignments
- Advanced, accelerated, or compacted content
- Abstract and advanced higher level thinking
- Allowance for individual student interests
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement
- Internship, mentorship, and apprenticeship

3 types of program modifications:

Accelerated movement through the instructional program

- Flexible pacing may allow students to participate based on their ability to be challenged as well as their ability to handle the work assignments
- Content acceleration allows a student to participate at a higher grade level
- via compacting (also known as telescoping) which allows a student to cover the curriculum in a shorter period of time. Previously mastered content is pre evaluated and eliminated from coursework
- Multi-age classrooms allow a student to accelerate through self-pacing.

Enrichment

- Well articulated assignments that require cognitive processing, in-depth content, well-defined skills, and alternate modes of communication can be effective and stimulating.
- Can include alternate learning activities. Alternate assignments provide students with opportunities to engage in new learning and avoid the boredom of repetitive practice.
- Students can be encouraged to pursue independent study, self-directed research projects carefully monitored by the teacher. Research can be conducted using materials from a more advanced level or from college libraries, businesses, laboratories, and community agencies. Every student should be challenged to think intuitively, using higher order thinking skills such as analysis, synthesis, and evaluation.

Grouping students of like-ability together in homogeneous arrangements (e.g., special classes, clustering in the same classroom) allows for more appropriate, rapid, and advanced instruction without isolating the exceptionally able student.

- Flexible grouping in the regular classroom enables the exceptionally able student to develop advanced skills and provides the student with time for advanced work and independent study.
- Students may be grouped in self-contained classes with other exceptionally able students