

Comprehensive Health and Physical Education Curriculum K-8

Hardyston Township Public Schools
2022

2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education

The comprehensive Health and Physical Education curriculum is an integral part of the K-8 educational experience. The Health and Physical Education Department of Hardyston Public Schools strives to meet the physical, mental and social needs of the child. Through the use of the New Jersey Student Learning Standards, the students' needs will be met by a wide variety of experiences and activities that promote health and wellness. During the instructional period, utilizing individual and group activities as well as classroom experiences, the comprehensive Health and Physical Education program provides an opportunity for all children to learn.

To provide for maximum growth and development at every entry level, the curriculum is organized to include a progression of skills and activities for all children from kindergarten through eighth grade. Through participation, this progression encourages the development of personal and mental health, physical wellness, and safety.

STANDARD 2.1 (Personal and Mental Health)

Grades K-2

BY THE END OF GRADE 2:

Disciplinary Concept	Core Idea	Performance Expectations
Personal Growth and Development	Individuals enjoy different activities and grow at different rates. Personal hygiene and self-help skills promote healthy habits.	<ul style="list-style-type: none">● 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.● 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth)● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.● 2.1.2.PGD.4: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.● 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
Pregnancy and Parenting	All living things may have the capacity to reproduce.	<ul style="list-style-type: none">● 2.1.2.PP.1: Define Reproduction.● 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
Emotional Health	Many factors influence how we think about ourselves and others. There are different ways that individuals handle stress, and some are healthier than others.	<ul style="list-style-type: none">● 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.● 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).● 2.1.2.EH.4: Demonstrate strategies for managing one’s own emotions, thoughts, and behaviors.● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

<p>Social and Sexual Health</p>	<p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p> <p>Families shape the way we think about our bodies, our health and our behaviors.</p> <p>People have relationships with others in the local community and beyond.</p> <p>Communication is the basis for strengthening relationships and resolving conflict between people.</p> <p>Conflicts between people occur, and there are effective ways to resolve them.</p>	<ul style="list-style-type: none"> ● 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. ● 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. ● 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe. ● 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family. ● 2.1.2.SSH.5: Identify basic social needs of all people. ● 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships. ● 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another. ● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). ● 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
<p>Community Health Services and Support</p>	<p>People in the community work to keep us safe.</p>	<ul style="list-style-type: none"> ● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us. ● 2.1.2.CHSS.2: Determine where to access home, school and community health professionals. ● 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency. ● 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.

Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.

- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: PERSONAL GROWTH AND DEVELOPMENT

Core Idea:

- Individuals enjoy different activities and grow at different rates.
- Personal hygiene and self-help skills promote healthy habits.

Performance Expectations:

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

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

Essential Questions:

1. What are the consequences (especially unforeseen) of our choices in terms of wellness?
2. What causes optimal growth and development? (exercise, diet, activity, rest, social & emotional health and awareness).

Instructional Objectives:

The Students will be able to...

1. Explain what being “well” means and identify self-care practices that support wellness.
2. Use correct terminology to identify body parts, and explain how body parts work together to support wellness.

Suggested Vocabulary to Improve Literacy:

grooming	gums	Intestines	middle ear	circulatory system
floss	cavity	Stretching	lungs	Blood
doctor	senses	cool down	breathe	Germs
patient	sunglasses	warm-up	muscles	Heartbeat
checkup	sunscreen	Iris	nerves	Circulatory
sleep	permanent teeth	Pupil	weight	Heart
bedtime	dental procedures	ear drum	skull	Vessels
energy	mouth	inner ear	spine	Exercise
dentist	stomach	outer ear	back bone	Mindfulness
hip bone	ribs	leg bones	lungs	Anxiety

Suggested Activities:

Children's Literature:

Bedtime for Francis

Why Mosquitoes buzz in People Ears

Berenstain Bears

Franklin Series

Arthur Series

Magic School Bus

Suggested Curriculum Integration:

Language Arts- non fiction reading, question and response, vocabulary flip
chart Science –Health Activity

Suggested Resources:

Schoolwide ELA libraries

Science Dimensions resources

TCI-History Alive resources

CAP lessons resources

Second Step – SEL program

Library books

Dental Visits

Fire Department

Scholastic Magazines

Calm.com

Gonoodle.com

Suggested Assessments:

Class work

Performance in group and individual hands-on activities

Open-ended responses

Classroom discussions

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: Pregnancy and Parenting

Core Idea:

- All living things may have the capacity to reproduce.

Performance Expectations:

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

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

Essential Questions:

1. Why is it important for a pregnant mother to live a healthy lifestyle?
2. Why is it important to make healthy choices such as diet, sleep and abstinence from behaviors that can put you at risk?

Instructional Objectives:

Students will be able to...

1. Identify and explain the factors that contribute to a mother having a healthy baby.

Suggested Curriculum Integration:

Language Arts- non fiction reading, question and response, vocabulary flip chart Active Listening Skills
Speaking: Discussion, word choice

Suggested Resources:

Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

Suggested Assessments:

Lesson reviews
Class work
Performance in group and individual hands-on activities
Open-ended responses
Multi-media presentations
Classroom discussion

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: Emotional Health

Core Idea:

- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others

Performance Expectations:

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

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

Essential Questions:

1. How can you learn to like yourself?
2. What tools can you use to gain confidence and acceptance within yourself?

Instructional Objectives:

The students will be able to...

1. Identify basic social and emotional needs of all people.
2. Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
3. Explain healthy ways of coping with common stressful situations experienced by children such as failure.

Suggested Vocabulary to Improve Literacy:

Friend	behavior	acceptance
Talents	mistake	confidence
self esteem	learn	success
Stress	manage	failure
Household	chores	responsibility
Rules	tolerance	accountability
Personality	appearance	
Classmates	volunteer	
school staff		

Suggested Activities:

SEL Lessons

Tolerance Education

Role playing

Character Education Programs

Community Resource Officer

Guidance Counselors

Have you Filled a Bucket Today

Ira Sleeps Over

Frog and Toad are Friends

Suggested Curriculum Integration:

Language Arts- non fiction reading, question and response, vocabulary flip chart Family and Community

Suggested Resources:

Library books

. Schoolwide ELA libraries

Science Dimensions resources

TCI-History Alive resources

CAP lessons resources

Second Step – SEL program

Suggested Assessments:

Lesson reviews
Class work
Performance in group and individual hands-on activities
Open-ended responses
Multi-media presentations
Classroom discussions

Standard: 2.1 Personal and Mental Health**Disciplinary Concept:** Social and Sexual Health**Core Idea:**

- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Families shape the way we think about our bodies, our health and our behaviors.
- People have relationships with others in the local community and beyond.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.

Performance Expectations:

- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

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

Essential Questions:

1. How can you learn to accept yourself and others along with their individual differences?

Instructional Objectives:

The students will be able to...

1. Identify basic social and emotional needs of all people.
2. Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
3. Explain healthy ways of coping with common stressful situations experienced by children.

Suggested Vocabulary to Improve Literacy:

friend	behavior	acceptance
talents	mistake	
self esteem	learn	
stress	manage	
household	chores	
responsibility	rules	
personality	appearance	
classmates	volunteer	
school staff	tolerance	

Tolerance Education

Role playing

Character Education Programs

Guidance Counselors

Have you Filled a Bucket Today

Ira Sleeps Over

Frog and Toad are Friends

Suggested Curriculum Integration:

Language Arts- non fiction reading, question and response, vocabulary flip chart

Suggested Resources:

Library books

Schoolwide ELA libraries

Science Dimensions resources

TCI-History Alive resources

CAP lessons resources

Second Step – SEL program

Suggested Assessments:

Lesson reviews

Class work

Performance in group and individual hands-on activities

Open-ended responses

Multi-media presentations

Classroom discussions

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: Community Health Services and Support

Core Idea:

- People in the community work to keep us safe.
- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.

Performance Expectations:

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

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.

Essential Questions:

1. Where do I go to access information about good health and fitness services?
2. What's more important; prevention or cure?

Instructional Objectives:

The Students will be able too...

1. Determine where to access home, school, and community health professionals.

Suggested Vocabulary for Improving Literacy:

Hospital	doctor
emergency room	guidance counselor
health care worker	
EMS worker	
ambulance	
clinic	
prevention	
cure	

Suggested Curriculum Integration:

Language Arts- non fiction reading, question and response, vocabulary flip chart
Social Studies: Family and Community Life Active Listening Skills

Speaking: Discussion, word choice

Suggested Resources:

Library books
Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program
Role playing
Character Education Programs
Community Resource Officer
Guidance Counselors

Suggested Assessments:

Lesson reviews
Class work
Performance in group and individual hands-on activities
Open-ended responses
Multi-media presentations

STANDARD 2.2 (Physical Wellness)

K-2

BY THE END OF GRADE 2:		
Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	<p>The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</p> <p>Feedback impacts and improves the learning of movement skills and concepts.</p> <p>Teamwork consists of effective communication and respect among class and team members.</p>	<ul style="list-style-type: none"> ● 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). ● 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). ● 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. ● 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling). ● 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. ● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. ● 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. ● 2.2.2.MSC.8: Explain the difference between offense and defense.

Physical Fitness	The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.	<ul style="list-style-type: none"> ● 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). ● 2.2.2.PF.2: Explore how to move different body parts in a controlled manner. ● 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). ● 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.
Lifelong Fitness	<p>Exploring wellness components provide a foundational experience of physical movement activities.</p> <p>Resources that support physical activity are all around you.</p>	<ul style="list-style-type: none"> ● 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors. ● 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. ● 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). ● 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.
Nutrition	Nutritious food choices promote wellness and are the basis for healthy eating habits.	<ul style="list-style-type: none"> ● 2.2.2.N.1: Explore different types of foods and food groups. ● 2.2.2.N.2: Explain why some foods are healthier to eat than others. ● 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

Standard: 2.2 Physical Wellness

Disciplinary Concept: Movement Skills and Concepts

Core Idea:

- The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.
- Feedback impacts and improves the learning of movement skills and concepts.
- Teamwork consists of effective communication and respect among class and team members.

Performance Expectations:

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

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.

Essential Questions:

1. How does effective and appropriate movement affect wellness?
2. Why do I have to understand concepts of movement when I can already perform the movement?
3. How can understanding movement concepts improve my performance?

Instructional Objectives:

Students will be able to...

1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

3. Respond in movement to changes in tempo, beat, rhythm, or musical style.
4. Correct movement errors in response to feedback.

Suggested Vocabulary for Improving Literacy:

<u>Locomotor Skills</u>	<u>Non-Locomotor Skills</u>	<u>Manipulative Skills</u>
rolling over	push/pull	holding/carrying
hitching	swing/sway	lifting/pushing
crawling	rise/fall	pulling/squeezing
creeping	twist/turn	throwing
climbing	rock/balance	receiving
walking	hang/support	striking
running	curl/stretch	
		<u>Weight</u>
jumping		<u>Factors</u>
galloping	<u>Flow Factors</u>	heavy/light
	jerky/smoot	
sliding	h	strong/weak
hopping	stopping/going	hard/soft
leaping	free/bound	harsh/gentle
skipping		
<u>Actions</u>	<u>General Space</u>	
moving/still	self space/personal space	
weight on feet	freeze position/ready position	
balancing	stretch	
<u>Body Part</u>	<u>Whole Body</u>	<u>Space Words</u>
hands	front	under/over
head	back	on/off
feet	sides	around/through
knees		between/along
toes	<u>Direction</u>	next to/far from
fingers	forward	near to/away from
elbows	backward	towards/close to
shoulders	sideways	
hips		
stomach	<u>Time Factors</u>	
eyes	fast/slow	
mouth	faster	
neck	slower	
Face		
chin	rhythm	
ears	tempo	
nose	beat	
ankles		
wrist		
cheeks		

Suggested Activities:***By the end of grade one:***

Activities related to:

Locomotor movements with music without music

Non-locomotor movements with music without music

Manipulative skills

Tag games

Field day activities

Use of jump ropes/individual/long and bands

Use of hula hoops

Use of scarves

Use of balloons

By the end of grade two:

Activities related to:

Locomotor movements with music without music

Non-locomotor movements with music without music

Manipulative skills

Tag games

Field day activities

Use of jump ropes/individual/long and bands

Use of hula hoops

Use of scarves

Use of balloons

Curriculum Integration:

Language Arts Reading

Language Arts Listening

Visual and Performing Arts Creation and Performance

Mathematics Geometry and Measurement

Science Mathematical Applications

Suggested Resources:

Action for Health Kids – www.actionforhealthykids.org

American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org

American Heart Association – www.americanheart.org

Body and Mind – www.bam.gov/

Center for Disease Control (CDC) – www.cdc.gov

Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org

Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com

Food Guide – www.MyPyramid.gov
Games Kids Play – www.gameskidsplay.net/
Great Activities Newspaper – www.greatactivities.net
Health Teacher Lessons – www.healthteacher.com
Human Kinetics – www.humankinetics.com
New Jersey Association for Health, Physical Education, Recreation and Dance
- www.njahperd.org
PE Central – www.pecentral.org; www.pelogit.org
Team Nutrition – www.teamnutrition.usda.gov
Teen Health – www.teenhealth.org
The President’s Council on Physical Fitness and Sport –
www.presidentschallenge.org www.fitness.gov

Suggested Assessments:

Teacher Observation
Activity Checklist
Activity Benchmarks
Tests/Quizzes – Verbal and Written
Skill Performance
Group Performance
Team Performance
Individual Performance
Ram Jam
President’s Fitness Challenge
Class Preparation

Standard: 2.2 Physical Wellness

Disciplinary Concept: Physical Fitness

Core Idea:

- The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.

Performance Expectations:

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

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

Essential Questions:

1. How can you design and implement a personal fitness plan that supports a healthy, active lifestyle?

Instructional Objectives:

Students will be

able to...

1. Explain the role of regular physical activity in relation to personal health.
2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
3. Develop a fitness goal and monitor progress towards achievement of the goal.

Suggested Vocabulary for Improving Literacy:

Health Related Components

cardiovascular fitness
body composition
flexibility
muscular strength
muscular endurance

Skill Related Fitness Components

speed
agility
balance
coordination
reaction time
power
heart rate
slow
moderate
fast

Suggested Activities:

By the end of grade one:

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- Abdominal Curls
- Pushups
- Running/Jogging Assessment

By the end of grade two:

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- Abdominal Curls
- Pushups
- Running/Jogging Assessment

Curriculum Integration:

Mathematics Data Analysis, Probability and Discrete Mathematics

Mathematics Mathematical Process

Science Scientific Process

Science Nature and Process of Technology

Science Characteristics of Life

Science Physics

Suggested Resources:

Action for Health Kids – www.actionforhealthykids.org

American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org

American Heart Association – www.americanheart.org

Center for Disease Control (CDC) – www.cdc.gov

Comprehensive Health Education Foundation (C.H.E.F.) – www.chef.org

Coordinated Approach to Child Health (C.A.T.C.H.) – www.flaghouse.com

Food Guide – www.MyPyramid.gov
Games Kids Play – www.gameskidsplay.net/
Great Activities Newspaper – www.greatactivities.net
Health Teacher Lessons – www.healthteacher.com
Teen Health – www.teenhealth.org
The President’s Council on Physical Fitness and Sport –
www.presidentschallenge.org www.fitness.gov

Suggested Assessments:

Teacher Observation
Activity Checklist
Activity Benchmarks
Tests/Quizzes – Verbal and Written
Skill Performance
Group Performance
Team Performance
Individual Performance
Ram Jam
President’s Fitness Challenge
Class Preparation

Standard: 2.2 Physical Wellness

Disciplinary Concept: Lifelong Fitness

Core Idea:

- Exploring wellness components provide a foundational experience of physical movement activities.
- Resources that support physical activity are all around you.

Performance Expectations:

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

Big Idea: Lifetime fitness depends upon understanding how each fitness component is developed and measured. Design and implement a personal fitness plan that supports a healthy and active lifestyle.

Essential Questions:

1. How can you design and implement a personal fitness plan that supports a healthy, active lifestyle?

Instructional Objectives:

Students will be able to...

1. Explain the role of regular physical activity in relation to personal health.
2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
3. Develop a fitness goal and monitor progress towards achievement of the goal.

Suggested Vocabulary for Improving Literacy:

Health Related Components

Skill Related Fitness Components

cardiovascular fitness	speed	Power
body composition	agility	heart rate
Flexibility	balance	Slow
muscular strength	coordination	Moderate
muscular endurance	reaction time	Fast

Suggested Activities:

By the end of grade one:

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- Running/Jogging Test
- Abdominal Curls
- Pushups

By the end of grade two:

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- Running/Jogging Test
- Abdominal Curls
- Pushups

Curriculum Integration:

Mathematics Data Analysis, Probability and Discrete Mathematics

Mathematics Mathematical Process

Science Scientific Process

Science Nature and Process of Technology

Science Characteristics of Life

Suggested Resources:

Action for Health Kids – www.actionforhealthykids.org

American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org

American Heart Association – www.americanheart.org
Flaghouse Sporting Goods – www.flaghouse.com
Food Guide – www.MyPyramid.gov
Games Kids Play – www.gameskidsplay.net/
Great Activities Newspaper – www.greatactivities.net
Health Teacher Lessons – www.healthteacher.com
PE Central – www.pecentral.org; www.pelogit.org
Teen Health – www.teenhealth.org
The President’s Council on Physical Fitness and Sport –
www.presidentschallenge.org www.fitness.gov

Suggested Assessments:

Teacher Observation
Activity Checklist
Activity Benchmarks
Tests/Quizzes – Verbal and Written
Skill Performance
Group Performance
Team Performance
Individual Performance
Ram Jam
PE Challenge Tasks
President’s Fitness Challenge

Standard: 2.2 Physical Wellness

Disciplinary Concept: Nutrition

Core Idea:

- Nutritious food choices promote wellness and are the basis for healthy eating habits.

Performance Expectations:

- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

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

Essential Questions:

1. What makes a food healthy?
2. How do you determine appropriate portion sizes?

Instructional Objectives:

The students will be able to...

1. Explain why some foods are healthier to eat than others.
2. Explain how foods in the food pyramid differ in nutritional content and value.
3. Summarize information about food found on product labels.

Suggested Vocabulary to Improve Literacy:

food

energy

digestion

grind

churn

absorb

food group

fruit

vegetable
milk
meat
bread
balanced meal
serving
snack
salt
sugar
fat
portion sizes
chew
swallow
tongue

Food Guide Pyramid
Food circulars and magazines
Food
Gregory The Terrible Eater
What's Cooking Jenny Archer

Suggested Curriculum Integration:

Language Arts- non fiction reading, question and response, vocabulary flip chart
Science –Healthy Activities
Math-measuring weight and capacity of foods

Suggested Resources:

Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program
Library books

Suggeted Assessments:

Lesson reviews

Class work

Performance in group and individual hands-on activities

Open-ended responses

Multi-media presentations

**STANDARD 2.3 (Safety)
Grades K-2**

BY THE END OF GRADE 2:		
Disciplinary Concept	Core Idea	Performance Expectations
Personal Safety	<p>The environment can impact personal health and safety in different ways.</p> <p>Potential hazards exist in personal space, in the school, in the community, and globally.</p> <p>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p>	<ul style="list-style-type: none"> ● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe. ● 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). ● 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). ● 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). ● 2.3.2.PS.5: Define bodily autonomy and personal boundaries. ● 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else’s personal boundaries including friends and family. ● 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual). ● 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
Health Conditions, Diseases and Medicines	<p>People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</p>	<ul style="list-style-type: none"> ● 2.3.2.HCDM.1: Explain the consequences on a person’s health if he or she does not have adequate food and a clean environment. ● 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

		<ul style="list-style-type: none"> ● 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
Alcohol, Tobacco and other Drugs	The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.	<ul style="list-style-type: none"> ● 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. ● 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful. ● 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.
Dependency, Substances Disorder and Treatment	<p>Substance abuse is caused by a variety of factors.</p> <p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p>	<ul style="list-style-type: none"> ● 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. ● 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Standard: 2.3 Safety

Disciplinary Concept: Personal Safety

Core Idea:

- The environment can impact personal health and safety in different ways.
- Potential hazards exist in personal space, in the school, in the community, and globally.
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

Performance Expectations:

- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

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

Essential Questions:

1. What is the difference between healthy and unhealthy risks?
2. Why do we sometimes take risks that can cause harm to ourselves or others?

Instructional Objectives:

The Students will be able to...

1. Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2. Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
3. Identify procedures associated with pedestrian, bicycle, and traffic safety.

Suggested Vocabulary to Improve Literacy:

good touch
bad touch
respect
disrespect
private
injury
emergency
first aid
cut
nosebleed
scrape
hazard
warning
poison
inhale
intersection
traffic light
crosswalk
safety belt
helmet
hand signals
stranger
clutter
flames
smoke
fire hazard
fire drill
crawl
matches
stop, drop, and roll
fire

Suggested Activities:

Medicine and other warning labels
Maps
First aid kit
Stranger Danger program
Nurse visit
Emergency numbers
Role playing
Franklin Series

Suggested Curriculum Integration:

Language Arts- non fiction reading, question and response, vocabulary flip chart
Science –Healthy Activity
Social Studies- maps, geography, communication, & transportation
Math Sequencing of events

Suggested Resources:

Library books
Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

Suggested Assessments:

Lesson reviews
Class work
Performance in group and individual hands-on activities
Open-ended responses

Classroom discussions
Multi-media presentations

Standard: 2.3 Safety

Disciplinary Concept: Health Conditions, Diseases and Medicines

Core Idea:

- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

Performance Expectations:

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

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

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

Essential Question:

1. To what extent can we keep ourselves disease free?

Instructional Objectives:

The Students will be able to...

1. Summarize symptoms of common diseases and health conditions.
2. Summarize strategies to prevent the spread of common diseases and health conditions.
3. Determine how personal feelings can affect one's wellness.

4. Explain what medicines are and when some types of medicines are used.
5. Explain why medicines should be administered as directed.

Suggested Vocabulary to Improve Literacy:

fever
illness
germs
measles
mumps
chicken pox
prevent
avoid
recover
check up
medicine
shot
cure
Vaccine
prevent drug
recover legal
avoid illegal
checkup
cure
medicine
vaccine
shot

Books

Movies

Medicine labels, advertisements, and doctor/nurse visits

Suggested Curriculum Integration:

Language Arts- non fiction reading, question and response, vocabulary flip chart
Science –Health Activity

Social Studies-Make a commercial or game

Language Arts- non fiction reading, question and response, vocabulary flip chart
Social Studies: Family and Community Life Active Listening Skills

Speaking: Discussion, word choice

Suggested Resources:

Health Kits

Library books

Schoolwide ELA libraries

Science Dimensions resources

TCI-History Alive resources

CAP lessons resources

Second Step – SEL program

Suggested Assessments:

Lesson reviews

Class work

Performance in group and individual hands-on activities

Open-ended responses

Multi-media presentations

Standard: 2.3 Safety

Disciplinary Concept: Alcohol, Tobacco and other Drugs

Core Idea:

- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

Performance Expectations:

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

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

Essential Questions:

1. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
2. How do I make the “right” decisions in the face of peer pressure, media and other pressures?

Instructional Objectives:

Students will be able to...

1. Identify ways that drugs can be abused.
2. Explain effects of tobacco use on personal hygiene, health, and safety.
3. Explain why tobacco smoke is harmful to nonsmokers.
4. Identify products that contain alcohol.
5. List substances that should never be inhaled and explain why.

Suggested Vocabulary for Improving Literacy:

drug
cancer
nicotine

addiction
alcohol
beer
wine
liquor
legal
illegal
tobacco
cigarette
heart disease

Suggested Activities:

Alcohol and cigarette advertisements
School nurse
Movies, Books

Suggested Curriculum Integration:

Language Arts- non fiction reading, question and response, vocabulary flip chart
Social Studies: Family and Community Life Active Listening Skills

Speaking: Discussion, word choice

Suggested Resources:

Library books
Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

Suggested Assessments:

Lesson reviews
Class work
Performance in group and individual hands-on activities
Open-ended responses
Multi-media presentations

Standard: 2.3 Safety**Disciplinary Concept:** Dependency, Substances Disorder and Treatment**Core Idea:**

- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Performance Expectations:

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

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

Essential Questions:

1. What can cause addiction?

Instructional Objectives:

Students will be able to...

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

Suggested Vocabulary for Improving Literacy:

drug
cancer
nicotine
addiction
alcohol

beer
wine
liquor
legal
illegal
tobacco
cigarette
heart disease
dependency
treatments

Suggested Activities:

Alcohol and cigarette advertisements
School nurse
Videos, Books, Movies

Suggested Curriculum Integration:

Language Arts- non fiction reading, question and response, vocabulary flip
chart Social Studies: Family and Community Life Active Listening Skills

Speaking: Discussion, word choice

Suggested Resources:

Library books
Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

Suggested Assessments:

Lesson reviews

Class work

Performance in group and individual hands-on activities

Open-ended responses

Multi-media presentations

Classroom discussion

2.1 (Personal and Mental Health)
Grades 3-5

BY THE END OF GRADE 5:

Disciplinary Concept	Core Idea	Performance Expectations
Personal Growth and Development	<p>Health is influenced by the interaction of body systems.</p> <p>Puberty is a time of physical, social, and emotional changes.</p>	<ul style="list-style-type: none"> ● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one’s wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity). ● 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. ● 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary. ● 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset). ● 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
Pregnancy and Parenting	<p>Pregnancy can be achieved through a variety of methods.</p>	<ul style="list-style-type: none"> ● 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. ● 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).
Emotional Health	<p>Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.</p> <p>Resiliency and coping practices influence an individual’s ability to</p>	<ul style="list-style-type: none"> ● 2.1.5.EH.1: Discuss the impact of one’s feelings and thoughts that lead to healthy and unhealthy behaviors. ● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others. ● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

	respond positively to everyday challenges and difficult situations.	<ul style="list-style-type: none"> ● 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.
Social and Sexual Health	<p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p> <p>Family members impact the development of their children physically, socially and emotionally.</p> <p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p>	<ul style="list-style-type: none"> ● 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. ● 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity. ● 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). ● 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits. ● 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics. ● 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members. ● 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
Community Health Services and Support	<p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p> <p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>	<ul style="list-style-type: none"> ● 2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals). ● 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change. ● 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: PERSONAL GROWTH AND DEVELOPMENT

Core Idea:

- Health is influenced by the interaction of body systems.
- Puberty is a time of physical, social, and emotional changes.

Performance Expectations:

- 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.
- 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.
- 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).
- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

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

Essential Questions:

1. What are the consequences (especially unforeseen) of our choices in terms of wellness?
2. What causes optimal growth and development?

Instructional Objectives:

Students will be able to...

1. Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2. Determine the relationship of personal health practices and behaviors on an individual's body systems.
Explain how health data can be used to assess and improve each dimension of personal wellness.
3. Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
4. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
5. Explain how health data can be used to assess and improve each dimension of personal wellness.
6. Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.

7. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

Suggested Vocabulary to Improve Literacy:

physical health	emotional & intellectual health	
social health	Healthful	ophthalmologist
risk	Responsible	audiologist
behavior	Attitude	sunscreen
posture	Enamel	rapid eye movement
plaque	Cavity	lens
tartar	Fluoride	cell
vision	Eardrum	follicle
nearsighted	Farsighted	cleanliness
epidermis	Pore	gingivitis
dermis	Gland	cornea
hygiene	Grooming	retina
melanin	Pupil	decibel

Suggested Activities:

General:

Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)

3 Circle Venn Diagram to Compare 3 parts of health

Compare and Contrast healthful and risky behavior

Personal Hygiene Chart or Log Sleep Log

Create a Kids Hygiene Magazine

Collages of health care products

Tooth Enamel Experiment (eggshell to simulate enamel)

Visits by dentist

Diagram eyes, ears, etc.

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:

Read and interpret graphs & charts
Collect and organize data
Represent and classify data according to attributes (Venn Diagrams)
Recognizing and describing changes in quantities

Technology:

Multimedia presentations
Research health topics specific to chapter using internet sources

Suggested Resources:

Library Books
Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

Movies Related to Topics
Edpuzzle.com
Gonoodle.com

Suggested Assessments:

Lesson reviews
Projects
Class work
Performance in group and individual hands-on activities
Multimedia Presentations
Research Projects
Open-ended responses
Classroom discussions

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: Pregnancy and Parenting

Core Idea:

- Pregnancy can be achieved through a variety of methods.

Performance Expectations:

- 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.
- 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

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

Essential Questions:

1. Why is it important for a pregnant mother to lead a healthy lifestyle?

Instructional Objectives:

Students will be able to...

1. Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
2. Relate the health of the birth mother to the development of a healthy fetus.
3. Compare and contrast how families may change over time.
4. Analyze the characteristics of healthy friendships and other relationships.
5. Examine the types of relationships adolescents may experience.
6. Demonstrate successful resolution of a problem(s) among friends and in other relationships.
7. Compare and contrast the role of dating and dating behaviors in adolescents.

Suggested Vocabulary for Improving Literacy:

fertilization	cells
fetus	embryo
pregnancy	birth
development	reproduce
Prenatal	fetal development
Embryo development	

Suggested Activities:

Fifth grade puberty video “Always Changing”

Class Discussions

Workbook Worksheets

General Internet Activities

Curriculum Integrations:

Reading:

Picture book read aloud-listening for comprehension

Language Arts:

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Represent and classify data according to attributes

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Science:

Life Cycle of human beings

Suggested Resources:

Health Care Professionals

Schoolwide ELA libraries

Science Dimensions resources

TCI-History Alive resources

CAP lessons resources

Second Step – SEL program

Suggested Assessments:

Teacher made rubrics

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/ responses
Verbal/ Written responses
Problem-based Learning Projects
Internet activities
Open-ended responses
Journal entries

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: Emotional Health

Core Idea:

- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

Performance Expectations:

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

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

Essential Questions:

1. How can you learn to like yourself and others?

Instructional Objectives:

Students will be able to...

1. Compare and contrast how individuals and families attempt to address basic human needs.
2. Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
3. Determine ways to cope with rejection, loss, and separation.
4. Summarize the causes of stress and explain ways to deal with stressful situations.
5. Examine how personal assets and protective factors support healthy social and emotional development.
6. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
7. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Suggested Vocabulary to Improve Literacy:

self-concept	personality
self-esteem	need
appreciate	consideration
cooperation	influence
emotion	conflict
resolve	compromise
stress	stressor
family	responsibilities
right	privilege
interact	respect
communication	trustworthy
violence	weapon
Risk behavior	resolution
Distress	

Suggested Activities:

General:

Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)

Guidance Presentations

Tolerance and Diversity

Charting your emotions, Writing about emotions

By the end of grade five:

Give Yourself Credit/Self Esteem, Drawing Emotions, Stress Test
Life Skill Health Activities, Choices for Change, Decision Making Role Plays,
Conflict Resolution

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:

Read and interpret graphs & charts
Collect and organize data

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Social Studies:

Describe situations in which people from diverse backgrounds work together to solve common problems

Suggested Resources:

Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program
General Internet Resources
Guidance Counselor

Suggested Assessments:

Lesson Reviews
Teacher made rubrics
Projects
Class work
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/ responses
Verbal/ Written responses
Problem-based Learning Projects
Internet activities
Classroom discussions

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: Social and Sexual Health

Core Idea:

- All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.
- Family members impact the development of their children physically, socially and emotionally.
- People in healthy relationships share thoughts and feelings, as well as mutual respect.

Performance Expectations:

- 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.
- 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
- 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).
- 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.
- 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

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

Essential Questions:

How can you learn to like yourself and others?

Instructional Objectives:

Students will be able to...

1. Compare and contrast how individuals and families attempt to address basic human needs.
2. Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
3. Determine ways to cope with rejection, loss, and separation.
4. Summarize the causes of stress and explain ways to deal with stressful situations.
5. Examine how personal assets and protective factors support healthy social and emotional development.
6. Make recommendations to resolve incidences of school and community conflict, violence,

harassment, gang violence, discrimination, and bullying.

7. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Suggested Vocabulary to Improve Literacy:

self-concept	personality
self-esteem	need
appreciate	consideration
cooperation	influence
emotion	conflict
resolve	compromise
stress	stressor
family	responsibilities
right	privilege
interact	respect
communication	trustworthy
violence	weapon
Risk behavior	resolution
Distress	

Suggested Activities:

General:

Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)

Guidance Counselor

SEL Lessons

Tolerance and Diversity

Posters

Charting your emotions, Writing about emotions

Class Discussions

Suggested Curriculum Integration:

Language Arts:

- Read and respond to informational text
- Use glossary and index to locate information in text
- Vocabulary development
- Research Information
- Making Inferences
- Journal Writing
- Written response to lesson questions
- Writing text to accompany projects

Math:

- Read and interpret graphs & charts
- Collect and organize data

Technology:

- Multimedia presentations
- Research health topics specific to chapter using internet sources

Social Studies:

- Describe situations in which people from diverse backgrounds work together to solve common problems

Suggested Resources:

Library Books
Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

Suggested Assessments:

Lesson reviews
Teacher made rubrics
Chapter Tests
Projects
Class work
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/ responses
Verbal/ Written responses
Problem-based Learning Projects
Internet activities
Classroom discussion

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: Community Health Services and Support

Core Idea:

- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.

Performance Expectations:

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

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.

Essential Questions:

1. Where do I go to access information about good health and fitness services?
2. What's more important; prevention or cure?

Instructional Objectives:

Students will be able to...

1. Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
2. Explain when and how to seek help when experiencing a health problem.

Suggested Vocabulary for Improving Literacy:

health care	clinic
hospitals	doctors
outpatient	health department
immunizations	outbreak
specialist	facility
Certified	Evaluate
Health Resources	

Suggested Activities:

Books

Movies

Internet and websites

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Recognizing and describing changes in quantities

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Social Studies: Local agencies and/or organizations

Suggested Resources:

Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

Suggested Assessments:

Lesson Reviews
Teacher made rubrics
Projects
Class work
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/ responses
Verbal/ Written responses
Problem-based Learning Projects
Internet activities

STANDARD 2.2 (Physical Wellness)

3-5

BY THE END OF GRADE 5:		
Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	<p>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</p> <p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p>	<ul style="list-style-type: none"> ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). ● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. ● 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities). ● 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. ● 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance. ● 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment. ● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

<p>Physical Fitness</p>	<p>The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).</p>	<ul style="list-style-type: none"> ● 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health. ● 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. ● 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance). ● 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health. ● 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
<p>Lifelong Fitness</p>	<p>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p> <p>Personal and community resources can support physical activity.</p>	<ul style="list-style-type: none"> ● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment. ● 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness. ● 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others. ● 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga). ● 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.
<p>Nutrition</p>	<p>Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting</p>	<ul style="list-style-type: none"> ● 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. ● 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

processed foods) assists in making nutrition-related decisions that will contribute to wellness.

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

Standard: 2.2 Physical Wellness

Disciplinary Concept: Movement Skills and Concepts

Core Idea:

- Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.
- Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.
- Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

Performance Expectations:

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

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.

Essential Questions:

1. How does effective and appropriate movement affect wellness?
2. How does the understanding of movement concepts translate to the execution of movement?

Instructional Objectives:

Students will be

able to...

1. Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
3. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
4. Correct movement errors in response to feedback and explain how the change improves performance.
5. 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).
6. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
7. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
8. Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Suggested Vocabulary for Improving Literacy:

rhythm	aerobic routine
tempo	pathways
	choreography
force	flow
motion	range of motion
gravity	personal space
energy	general space

Movement Skills (Sport Specific)

Skill Combination(s)

movement sequence (dance specific/sport specific)

principles of force

principles of motion

Suggested Activities:

By the end of grade three:

Activities related to:

Lead up games that support traditional sport skills:

- Soccer
- Basketball
- Volleyball
- Football

-Hockey

Activities that support lifetime/wellness skills:

- Jump rope (individual, group, bands)
- Walking
- Traditional versus non-traditional dances

Recreational activities:

- Badminton
- Cooperative games
- Bowling
- Juggling

By the end of grade four:

Activities related to:

Lead up games that support traditional sport skills:

- Soccer
- Basketball
- Volleyball
- Softball
- Hockey

Activities that support lifetime/wellness skills:

- Jump rope (individual, group, bands)
- Walking
- Traditional versus non-traditional dances

Recreational activities:

- Badminton
- Cooperative games
- Bowling
- Juggling

By the end of grade five:

Activities related to:

Modified sport games that continue to support traditional sport skills:

- Soccer
- Basketball
- Softball
- Hockey

Activities that support lifetime/wellness skills:

- Walking
- Jump rope
- Yoga

Recreational Activities:

- Badminton
- Cooperative games
- Bowling

Curriculum Integration:

Language Arts Speaking
Language Arts Listening
Science and Technology
Visual and Performing Arts Creation and Performance
Visual and Performing Arts Critique
World Languages Communication

Suggested Resources:

American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org
American Heart Association – www.americanheart.org
Center for Disease Control (CDC) – www.cdc.gov
Education World – www.educationalworld.com
Flaghouse Sporting Goods – www.flaghouse.com
Food Guide – www.MyPyramid.gov
Games Kids Play – www.gameskidsplay.net/
Health Teacher Lessons – www.healthteacher.com
Inspiration/Kidspiration – www.inspiration.com
KaBOOM – www.kaboom.org
New Jersey Association for Health, Physical Education, Recreation and Dance
- www.njahperd.org
PE Central – www.pecentral.org; www.pelogit.org
Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
Team Nutrition – www.teamnutrition.usda.gov
Teen Health – www.teenhealth.org
The President’s Council on Physical Fitness and Sport –
www.presidentschallenge.orgwww.fitness.govwww.unitedstreaming.com

Suggested Assessments:

Teacher Observation
Activity Checklist
Activity Benchmarks
Tests/Quizzes – Verbal and Written
Skill Performance
Group Performance
Team Performance
Individual Performance
Ram Jam
PE Challenge Tasks
President’s Fitness Challenge
Class Preparation

Standard: 2.2 Physical Wellness**Disciplinary Concept:** Physical Fitness**Core Idea:**

- The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

Performance Expectations:

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

Big Idea: Lifetime fitness depends upon understanding how each fitness component is developed and measured. Design and implement a personal fitness plan that supports a healthy, active lifestyle.**Essential Questions:**

1. How can I design and implement a personal fitness plan?

Instructional Objectives:

Students will be

able to...

1. Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
2. Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
3. Develop a health-related fitness goal and track progress using health/fitness indicators.
4. Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
- . Analyze the social, emotional, and health benefits of selected physical experiences.
5. Determine to what extent various activities improve skill-related fitness versus health-related fitness.
6. 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.
7. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
8. Relate physical activity, healthy eating, and body composition to personal fitness and health.
9. Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.

10. Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.

Suggested Vocabulary for Improving Literacy:

heredity

training

diet

warm up

cool down

Skill Related Fitness Components

speed

agility

balance

coordination

reaction time

Health Related Components

power

cardiovascular fitness

body composition

flexibility

muscular strength

muscular endurance

Human Body Systems

digestive

respiratory

circulatory

musculoskeletal

excretory

Training Principles (FIT)

frequency

intensity

Time

Suggested Activities:

By the end of grade three:

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- Run/Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

By the end of grade four:

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- Run Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

By the end of grade five:

Activities related to physical fitness:

- Run Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

Curriculum Integration:

Mathematics Data Analysis, Probability and Discrete Mathematics

Mathematics Mathematical Process

Science Scientific Process

Science Nature and Process of Technology

Science Characteristics of Life

Science Physics

Suggested Resources:

Action for Health Kids – www.actionforhealthykids.org

Alliance for a Healthier Generation – www.healthiergeneration.org

American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org

American Heart Association – www.americanheart.org

Flaghouse Sporting Goods – www.flaghouse.com

Food Guide – www.MyPyramid.gov

Games Kids Play – www.gameskidsplay.net/

Health Teacher Lessons – www.healthteacher.com

Human Kinetics – www.humankinetics.com

Inspiration/Kidspiration – www.inspiration.com

KaBOOM – www.kaboom.org

New Jersey Association for Health, Physical Education, Recreation and Dance
- www.njahperd.org

New Jersey Department of Education – www.state.nj.us/education

PE Central – www.pecentral.org; www.pelogit.org

Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com

Team Nutrition – www.teamnutrition.usda.gov

Teen Health – www.teenhealth.org

The President's Council on Physical Fitness and Sport –
www.presidentschallenge.org www.fitness.gov

Suggested Assessments:

Teacher Observation
Activity Checklist
Activity Benchmarks
Tests/Quizzes – Verbal and Written
Skill Performance
Group Performance
Team Performance
Individual Performance
Ram Jam
PE Challenge Tasks
President’s Fitness Challenge
Class Preparation
Direct Observational Measures
Self Report Instruction
Classroom discussions

Standard: 2.2 Physical Wellness**Disciplinary Concept:** Lifelong Fitness**Core Idea:**

- Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
- Personal and community resources can support physical activity.

Performance Expectations:

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

- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

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

Essential Questions:

2. How can I design and implement a personal fitness plan?

Instructional Objectives:

Students will be

able to...

1. Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
2. Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
3. Develop a health-related fitness goal and track progress using health/fitness indicators.
4. Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

Suggested Vocabulary for Improving Literacy:

Heredity
Training
Diet
warm up
cool down

Skill Related Fitness Components
speed
agility
balance
coordination
reaction time

Health Related Components

Power
cardiovascular fitness
body composition
Flexibility
muscular strength
muscular endurance

Human Body Systems
digestive
respiratory
circulatory
musculoskeletal
excretory

Training Principles (FIT)

Frequency
Intensity
Time

Suggested Activities:

By the end of grade three:

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- Run Jog test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

By the end of grade four:

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- Run Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

By the end of grade five:

Activities related to physical fitness:

- Run Jog test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

Curriculum Integration:

Mathematics Data Analysis, Probability and Discrete Mathematics

Mathematics Mathematical Process

Science Scientific Process

Science Nature and Process of Technology

Science Characteristics of Life

Science Physics

Suggested Resources:

Action for Health Kids – www.actionforhealthykids.org

Alliance for a Healthier Generation – www.healthiergeneration.org

American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org

American Heart Association – www.americanheart.org

Flaghouse Sporting Goods – www.flaghouse.com

Food Guide – www.MyPyramid.gov

Games Kids Play – www.gameskidsplay.net/

Great Activities Newspaper – www.greatactivities.net

Health Teacher Lessons – www.healthteacher.com

Human Kinetics – www.humankinetics.com

Inspiration/Kidspiration – www.inspiration.com

KaBOOM – www.kaboom.org

New Jersey Association for Health, Physical Education, Recreation and Dance
- www.njahperd.org

New Jersey Department of Education – www.state.nj.us/education

PE Central – www.pecentral.org; www.pelogit.org

Team Nutrition – www.teamnutrition.usda.gov

Teen Health – www.teenhealth.org

The President's Council on Physical Fitness and Sport –
www.presidentschallenge.org www.fitness.gov

Suggested Assessments:

Teacher Observation
Activity Checklist
Activity Benchmarks
Tests/Quizzes – Verbal and Written
Skill Performance
Group Performance
Team Performance
Individual Performance
Ram Jam
PE Challenge Tasks
President’s Fitness Challenge

Standard: 2.2 Physical Wellness

Disciplinary Concept: Nutrition

Core Idea:

- Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.

Performance Expectations:

- 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

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

Essential Questions:

1. What makes a food healthy?
2. How do you determine appropriate portion sizes?

Instructional Objectives:

Students will be able to...

1. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps a body system functioning effectively.
2. Differentiate between healthy and unhealthy eating patterns.
3. Create a healthy meal based on nutritional content, value, calories, and cost.
4. Interpret food product labels based on nutritional content.
5. Determine factors that influence food choices and eating patterns.
6. Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
7. Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
8. Compare and contrast nutritional information on similar food products in order to make informed choices.

Suggested Vocabulary to Improve Literacy:

nutrient	proteins	caloric expenditure	anorexia
carbohydrates	fats	bulimia	nervosa
vitamins	food group	saturated fats	
food guide pyramid	balanced diet	preservative	
serving	food label	contamination	
ingredient	additive	fad diet	
calorie	deficiency disease	media	
anemia	spoil	processed foods	
bacteria	mold	perishable	

Suggested Activities:***General Activities:***

Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)
Food Pyramid-MyPyramid.gov activities/ Choosemyplate.gov Food Logs

Creating Food Pyramid (posters, collages, etc.)

Healthy Snack Picnic

Food Label investigations

By the end of grade five:
Create a healthy daily menu
Determine healthy vs. non healthy foods

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects
Persuasive Writing

Math:

Read and interpret graphs & charts
Collect and organize data
Represent and classify data according to attributes (Venn Diagrams)
Recognizing and describing changes in quantities
Understand the everyday objects have a variety of attributes
Data Analysis (building food guide pyramid, Daily Percent Values, reading food labels)
Problem Solving (Caloric intake problems)

Technology:

Multimedia presentations
Research health topics specific to chapter using internet sources

Science:

Food Chain

Nutritional value of vitamins and minerals

Suggested Resources:

Schoolwide ELA libraries

Science Dimensions resources

TCI-History Alive resources

CAP lessons resources

Second Step – SEL program

General Internet Resources

National Dairy Council: www.dairyinfo.com

Food & Nutrition Information Education Resource Center: <http://www.nalusda.gov/fnic/>

My Pyramid: www.mypyramid.gov/ ChooseMyPlate.gov

School Nurse

School Cafeteria Employee

www.choosemyplate.gov

Suggested Assessments:

Lesson reviews

Teacher made rubrics

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects

Pictorial prompts/ responses

Verbal/ Written responses

Problem-based Learning Projects

Internet activities

STANDARD 2.3 (Safety)
Grades 3-5

BY THE END OF GRADE 5:		
Disciplinary Concept	Core Idea	Performance Expectations
Personal Safety	<p>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p> <p>There are strategies that individuals can use to communicate safely in an online environment.</p> <p>Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</p>	<ul style="list-style-type: none"> ● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. ● 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.). ● 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation. ● 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect. ● 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries. ● 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

<p>Health Conditions, Diseases and Medicines</p>	<p>There are actions that individuals can take to help prevent diseases and stay healthy.</p>	<ul style="list-style-type: none"> ● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds. ● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza) ● 2.3.5.HCDM.3: Examine how mental health can impact one’s wellness (e.g., depression, anxiety, stress, phobias).
<p>Alcohol, Tobacco and other Drugs</p>	<p>The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</p> <p>Drug misuse and abuse can affect one’s relationship with friends, family, and community members in unhealthy ways.</p>	<ul style="list-style-type: none"> ● 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer). ● 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products. ● 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.
<p>Dependency, Substances Disorder and Treatment</p>	<p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p> <p>The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are</p>	<ul style="list-style-type: none"> ● 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs. ● 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem. ● 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health. ● 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

resources available for individuals and others affected by these situations.

- 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

Standard: 2.3 Safety

Disciplinary Concept: Personal Safety

Core Idea:

- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.

Performance Expectations:

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

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

Essential Questions:

1. What is the difference between healthy and unhealthy risks?
2. Why do we sometimes take risks that can cause harm to ourselves or others?

Instructional Objectives:

Students will be able to...

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. Summarize the various forms of abuse and ways to get help.
3. Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- . Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
4. Explain what to do if abuse is suspected or occurs.
5. Summarize the components of the traffic safety system and explain how people contribute to

making the system effective.

6. Assess when to use basic first-aid procedures.

Suggested Vocabulary to Improve Literacy:

injury	hazard
first aid	emergency
compromise	conflict
respectful touch	disrespectful touch
smoke detector	fire extinguisher
life preserver	sunscreen
sprain	blister
abuse	bullying
stranger	acquaintances
trusted adults	intentional injury
Violence	heat exhaustion
Fracture	unintentional injury
Protective Equipment	bruised
Poisoned	sunstroke
puncture wound	flammable
rescue breathing	frostbite
Paramedic	

Suggested Activities:

General:

word maps, journals, notebooks, posters, flip books etc)
Stranger Danger Presentation
Bullying Presentations
Fire Escape Route/ Fire Drills
Create an Emergency Plan
Safety Posters
Poison Control Numbers Posters for House
Guidance Bullying Lessons

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:

Read and interpret graphs & charts
Collect and organize data
Represent and classify data according to attributes (Venn Diagrams)
Recognize, describe, extend, and create space filling patterns (Emergency Plan maps)

Technology:

Multimedia presentations
Research health topics specific to chapter using internet source

Science:

Poisonous Plants & Animal Bites and Stings

Social Studies:

Community Resources

Suggested Resources:

Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program
Movies
Totally Awesome Health Textbook
General Internet Resources
Fire Department

Suggested Assessments:

Lesson review
Teacher made rubrics
Chapter Tests
Projects
Class work
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/ responses
Verbal/ Written responses
Problem-based Learning Projects
Internet activities

Standard: 2.3 Safety

Disciplinary Concept: Health Conditions, Diseases and Medicines

Core Idea:

- There are actions that individuals can take to help prevent diseases and stay healthy.

Performance Expectations:

- 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)

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

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

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

Essential Questions:

1. To what extent can we keep ourselves disease free?
2. How do I determine whether or not a medication will be effective?

Instructional Objectives:

Students will be able to...

1. Explain how most diseases and health conditions are preventable.
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.
3. Explain how mental health impacts one's wellness.
Distinguish between over-the-counter and prescription medicines.
4. Determine possible side effects of common types of medicines.
5. Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
6. Determine the impact of public health strategies in preventing diseases and health conditions.
7. Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

Suggested Vocabulary to Improve Literacy:

disease	symptom	cancer
microbe	Virus	degenerative
fungus	communicable disease	resistance
antibody	immune system	white blood cells

HIV	no communicable disease
allergy	risk factor
chronic	Vaccine
organism	Bacteria
drug	Medicine
prescription	Pharmacist
over-the-counter	side effect
dependence	Misuse
abuse	Influenza
Life style choice	

Suggested Activities:

General:

Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)

By the End of Fifth Grade:

LEAD Program

Center for Prevention and Counseling

Red Ribbon Week Activities

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Recognizing and describing changes in quantities

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Multimedia presentations

Research health topics specific to chapter using internet sources

Science:

Comparing Plant Disease to Human Disease

Social Studies:

Cultural Contributions of scientists
Comparing Global Immunization Programs

Suggested Resources:

Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program
American Cancer Society: www.cancer.org
American Heart Association: www.amhrt.org
Centers for Disease Control and Prevention: www.cdc.gov
General Internet Resources

Suggested Assessments:

Lesson/ Chapter reviews
Teacher made rubrics
Chapter Tests
Projects
Class work
Class discussion
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/ responses
Verbal/ Written responses
Problem-based Learning Projects
Internet activities

Standard: 2.3 Safety

Disciplinary Concept: Alcohol, Tobacco and other Drugs

Core Idea:

- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

Performance Expectations:

- 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

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

Essential Questions:

1. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
2. How do I make the “right” decisions in the face of peer media and other pressures?

Instructional Objectives:

Students will be able to...

1. Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
2. Compare the short and long term physical effects of all types of tobacco use.
3. Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
4. Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
5. Identify the short- and long-term physical effects of inhaling certain substances.
6. Explain the system of drug classification and why it is useful in preventing substance abuse.
7. Relate tobacco use and the incidence of disease.
8. Compare the effects of laws, policies, and procedures on smokers and nonsmokers.
9. 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 on one’s health.
10. Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
11. Summarize the signs and symptoms of inhalant abuse.
12. Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

Suggested Vocabulary for Improving Literacy:

drug	abuse
misuse	dependence
tobacco	nicotine
carbon monoxide	tar
addictive	passive smoking
non smoking section	alcohol
marijuana	inhalant
stimulant	cocaine
depressant	Addiction
Carcinogen	intoxication
Tolerance	alcoholism
Withdrawal	Surgeon General
Sober	amphetamine
Narcotics	Intravenous
hallucinogens	

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:

Read and interpret graphs & charts
Collect and organize data
Represent and classify data according to attributes (Venn Diagrams)

Technology:

Multimedia presentations
Research health topics specific to chapter using internet sources

Science:

Basic Needs of human beings

Suggested Resources:

Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program
Movies
General Internet Resources

Suggested Assessments:

Lesson/ Chapter reviews
Teacher made rubrics
Chapter Tests
Projects
Class work
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/ responses
Verbal/ Written responses
Problem-based Learning Projects
Internet activities
Open-ended responses

Standard: 2.3 Safety

Disciplinary Concept: Dependency, Substances Disorder and Treatment

Core Idea:

- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

Performance Expectations:

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

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

Essential Questions:

1. Why does one person become an addict and another does not?

Instructional Objectives:

Students will be able to...

1. Identify signs that a person might have alcohol, tobacco, and/or drug use problems.
2. Differentiate between drug use, abuse, and misuse.
3. Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
4. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
5. Explain how wellness is affected during the stages of drug dependency/addiction.
6. 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.
7. Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Suggested Vocabulary for Improving Literacy:

drug

abuse

misuse	dependence
tobacco	nicotine
carbon monoxide	tar
addictive	passive smoking
non smoking section	alcohol
marijuana	inhalant
stimulant	cocaine
depressant	Addiction
Carcinogen	intoxication
Depressant	intravenous
Tolerance	alcoholism
Inhalant	hallucinogens
Withdrawal	Surgeon General
Sober	amphetamine
narcotics	

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:

Read and interpret graphs & charts
Collect and organize data
Represent and classify data according to attributes (Venn Diagrams)

Technology:

Multimedia presentations
Research health topics specific to chapter using internet sources

Science:

Basic Needs of human beings

Suggested Resources:

Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program
General Internet Resources

Suggested Assessments:

Lesson/ Chapter reviews (Chapter 8 Lessons 3-5)
Teacher made rubrics
Chapter Tests
Projects
Class work
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations
Research Projects

Pictorial prompts/ responses
 Verbal/ Written responses
 Problem-based Learning Projects
 Internet activities
 Open-ended responses

**STANDARD 2.1 (Personal and Mental Health)
 Grades 6-8**

BY THE END OF GRADE 8:		
Disciplinary Concept	Core Idea	Performance Expectations
Personal Growth and Development	<p>Individual actions, genetics, and family history can play a role in an individual’s personal health.</p> <p>Responsible actions regarding behavior can impact the development and health of oneself and others.</p>	<ul style="list-style-type: none"> ● 2.1.8.PGD.1: Explain how appropriate health care can promote personal health. ● 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health. ● 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. ● 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.
Pregnancy and Parenting	<p>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</p> <p>There are a variety of</p>	<ul style="list-style-type: none"> ● 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption. ● 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth. ● 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care. ● 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.

factors that affect the social, emotional, and financial challenges that are associated with parenthood.

- 2.1.8.PP.5: Identify resources to assist with parenting.

Emotional Health	<p>Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.</p>	<ul style="list-style-type: none"> ● 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence). ● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
Social and Sexual Health	<p>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</p> <p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p> <p>There are factors that contribute to making healthy decisions about sex.</p>	<ul style="list-style-type: none"> ● 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation. ● 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. ● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships ● 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships. ● 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships. ● 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change. ● 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. ● 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances). ● 2.1.8.SSH.9: Define vaginal, oral, and anal sex. ● 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom). ● 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

Community Health Services and Support

Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.

Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.

Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.

- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.
- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy

to address health issues related to climate change.

- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: PERSONAL GROWTH AND DEVELOPMENT

Core Idea:

- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Responsible actions regarding behavior can impact the development and health of oneself and others.

Performance Expectations:

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

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

Essential Questions:

1. What are the consequences (especially unforeseen) of our choices in terms of wellness?
2. What steps to take to have optimal growth and development?

Instructional Objectives:

Students will be able to...

1. Assess and apply health data to enhance each dimension of personal wellness.
2. Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
3. Relate advances in technology to maintaining and improving personal health.
4. Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
5. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.
6. Explain how health data can be used to assess and improve each dimension of personal wellness.
7. Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
8. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

Topics:

Understanding Health and Wellness
Growing and Changing
Body Image
Dating Relationships

Suggested Activities:***By the end of grade six:***

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Student Activities
Workbook worksheets

By the end of grades seven and eight:

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Student Activities
Workbook worksheets

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:

Read and interpret graphs & charts
Collect and organize data
Represent and classify data according to attributes (Venn Diagrams)
Recognizing and describing changes in quantities

Technology:

Multimedia presentations
Research health topics specific to chapter using internet sources

Science:

Basic Needs of human beings
Human Body Systems
Recognize individuals vary within species, including humans

Suggested Resources:

Online Articles/research
Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

Suggested Assessments:

Lesson/ Chapter reviews
Teacher made rubrics
Chapter Tests
Projects
Class work
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations

Research Projects
Pictorial prompts/ responses
Verbal/ Written responses
Problem-based Learning Projects
Internet activities
Open-ended responses

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: Pregnancy and Parenting

Core Idea:

- An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
- There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

Performance Expectations:

- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.

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

Essential Questions:

1. How do you know when you are ready to have a child?
2. What are the responsibilities of having a child?

Instructional Objectives:

Students will be able to:

1. Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
2. Distinguish physical, social, and emotional changes that occur during each stage of pregnancy,

including the stages of labor and childbirth and the adjustment period following birth.

3. Determine effective strategies and resources to assist with parenting.
4. Predict short and long term impacts of teen pregnancy.
5. Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
6. Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
7. Identify the signs and symptoms of pregnancy.
8. Identify prenatal practices that support a healthy pregnancy.
9. Predict challenges that may be faced by adolescent parents and their families.

Topics:

Pregnancy
Pre-natal Care
Drug and Alcohol Effects of Pregnancy
Teen Parents
Parenting
Heredity and Growth
Fertilization
Embryonic Development
Fetal Development

Suggested Activities:

By the end of grade six:

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Student Activities
Workbook worksheets

By the end of grades seven and eight:

Topic Vocabulary

Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Student Activities
Workbook worksheets

Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Written response to lesson questions
Writing text to accompany projects

Math:

Read and interpret graphs & charts
Represent and classify data according to attributes

Technology:

Multimedia presentations
Research health topics specific to chapter using internet sources

Science:

Life Cycle of human beings

Suggested Resources:

Newsela
Youtube
Movies
General Internet Resources

Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

Suggested Assessments:

Lesson/Chapter reviews
Teacher made rubrics
Chapter Tests
Projects
Class work
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/responses
Verbal/Written responses
Problem-based Learning Projects
Internet activities
Open-ended responses

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: Emotional Health

Core Idea:

- Self-management skills impact an individual’s ability to recognize, cope, and express emotions about difficult events.

Performance Expectations:

- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

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

Essential Questions:

1. How can you learn to accept yourself and others' differences?

Instructional Objectives:

Students will be able to...

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2. Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
3. Explain how culture influences the ways families and groups cope with crisis and change.
4. Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
5. Examine how personal assets and protective factors support healthy social and emotional development.
6. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
7. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
8. Following the lifelines curriculum for suicide prevention.

Topics:

Social Health
Cyber Bullying
Conflict Resolution
School Violence
Self-esteem
Positive Peer Relationship

Suggested Activities:***By the end of grade six:***

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities

Group project
Topic related DVD/videos
Student Activities
Workbook worksheets
Role Playing

By the end of *grades seven and eight*:

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Student Activities
Workbook worksheets
Role Playing

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:

Read and interpret graphs & charts
Collect and organize data

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Social Studies:

Community Resources

Suggested Resources:

Newsela

Edpuzzle

Movies

General Internet Resources

Schoolwide ELA libraries

Science Dimensions resources

TCI-History Alive resources

CAP lessons resources

Second Step – SEL program

Suggested Assessments:

Lesson/ Chapter reviews

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects

Pictorial prompts/responses

Verbal/Written responses

Problem-based Learning Projects

Internet activities

Open-ended responses

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: Social and Sexual Health

Core Idea:

- Inclusive schools and communities are accepting of all people and make them feel welcome and included.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.

- There are factors that contribute to making healthy decisions about sex.

Performance Expectations:

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

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

Essential Questions:

2. How can you learn to accept yourself and others' differences?

Instructional Objectives:

Students will be able to...

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2. Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
3. Explain how culture influences the ways families and groups cope with crisis and change.
4. Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
5. Examine how personal assets and protective factors support healthy social and emotional development.
6. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
7. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

Topics:

Social Health
Cyber Bullying
Conflict Resolution
School Violence
Self-esteem
Positive Peer Relationships

Suggested Activities:***By the end of grade six:***

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Student Activities
Workbook worksheets
Role Playing

By the end of grades seven and eight:

Topic Vocabulary

Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project

Topic related DVD/videos
Student Activities
Workbook worksheets
Role Playing
SEL lessons

Suggested Curriculum Integration:

Language Arts:
Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:
Read and interpret graphs & charts
Collect and organize data

Technology:
Multimedia presentations
Research health topics specific to chapter using internet sources

Social Studies:
Community Resources

Suggested Resources:

Youtube.com
Edpuzzle.com
Newsela
Movies
General Internet Resources
Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

Suggested Assessments:

Lesson/ Chapter reviews
Teacher made rubrics
Chapter Tests
Projects
Class work
Performance in group and individual hands-on activities

Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/responses
Verbal/Written responses
Problem-based Learning Projects
Internet activities
Open-ended responses

Standard: 2.1 Personal and Mental Health

Disciplinary Concept: Community Health Services and Support

Core Idea:

- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
- Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

Performance Expectations:

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

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.

Essential Questions:

1. Where do I go to access information about good health and fitness services?
2. Why is it so difficult for some people to access healthcare?

Instructional Objectives:

Students will be able to...

1. Evaluate various health products, services, and resources from different sources, including the Internet.
2. Compare and contrast situations that require support from trusted adults or health professionals.
2. Determine the validity and reliability of different types of health resources.
3. Distinguish health issues that warrant support from trusted adults or health professionals.

Topics:

Nutrition
 Social Health
 Tobacco
 Drugs
 Alcohol
 Conflict Resolution
 Growth and Development
 Safety and Emergencies
 Communicable and Non-Communicable Diseases
 Loss of employment
 Current Health
 Media Influences
 Personal Fitness
 HIV/AIDS

Suggested Activities:

By the end of grade six:

Topic Vocabulary

Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Student Activities
Workbook worksheets

By the end of grades seven and eight:

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Student Activities
Workbook worksheets

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:

Read and interpret graphs & charts
Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)
Recognizing and describing changes in quantities

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Social Studies:

Local, State, & Federal organizations

Suggested Resources:

Youtube.com

Movies

General Internet Resources

] Schoolwide ELA libraries

Science Dimensions resources

TCI-History Alive resources

CAP lessons resources

Second Step – SEL program

Suggested Assessments:

Lesson/Chapter reviews

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects

Pictorial prompts/responses

Verbal/Written responses

Problem-based Learning Projects

Internet activities

Open-ended responses

STANDARD 2.2 (Physical Wellness)

6-8

BY THE END OF GRADE 8:		
Disciplinary Concept	Core Idea	Performance Expectations
Movement Skills and Concepts	<p>Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).</p> <p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p>	<ul style="list-style-type: none">● 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).● 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.● 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). ● 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills. ● 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.● 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.● 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

<p>Physical Fitness</p>	<p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p>	<ul style="list-style-type: none"> ● 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity. ● 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity. ● 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). ● 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. ● 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
<p>Lifelong Fitness</p>	<p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Community resources can provide participation in physical activity for self and family members.</p>	<ul style="list-style-type: none"> ● 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness. ● 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one’s lifetime. ● 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. ● 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities. ● 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities. ● 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities. ● 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions

Nutrition	Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.	<ul style="list-style-type: none">● 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.● 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.● 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.● 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).
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Standard: 2.2 Physical Wellness

Disciplinary Concept: Movement Skills and Concepts

Core Idea:

- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
- Feedback from others and self-assessment impacts performance of movement skills and concepts.
- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Performance Expectations:

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

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.

Essential Questions:

1. How does effective and appropriate movement affect wellness?
2. Why do I have to understand concepts of movement when I can already perform the movement?

Instructional Objectives:
able to...

Students will be

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. Apply the concept of force and motion (weight transfer, power, speed, agility, range of motion) to

impact performance.

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)..

4. Detect, analyze, and correct errors and apply to refine movement skills.

5. 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).

6. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

7. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

8. Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

Suggested Vocabulary for Improving Literacy:

equilibrium

rotation

range of motion

compare and contrast

sequence

counterbalance

Movement Skills (Sport Specific)

Skill Combination(s)

movement sequence (dance specific/sport specific)

principles of force

principles of motion

Suggested Activities:

By the end of grade six:

Activities related to:

Modified sport games that continue to support traditional sport skills:

-Soccer

-Basketball

-Softball

-Hockey

-Golf

Activities that support lifetime/wellness skills:

-Walking

-Pickleball

-Jump rope

-Yoga

Recreational Activities:

-Badminton

-Ping Pong

- Bowling
- Biking
- Dance
- Yoga
- Frisbee
- Aerobics
- posture exercises
- shoulder girdle exercises

By the end of grade seven:

Activities related to:

Modified sport games

Traditional sport games

Recreational activities/Wellness activities

Cooperative Learning Activities

Golf

By the end of grade eight:

Activities related to:

Modified sport games

Traditional sport games

Recreational activities/Wellness activities

Cooperative Learning Activities

Golf

Curriculum Integration:

Language Arts Speaking

Language Arts Listening

Mathematics Patterns and Algebra

Science Physics

Visual and Performing Arts Aesthetics

Visual and Performing Arts Creation and Performance

Suggested Resources:

Action for Health Kids – www.actionforhealthykids.org

Alliance for a Healthier Generation – www.healthiergeneration.org

American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org

American Heart Association – www.americanheart.org

Center for Disease Control (CDC) – www.cdc.gov

Flaghouse Sporting Goods – www.flaghouse.com
Food Guide – www.MyPyramid.gov
Games Kids Play – www.gameskidsplay.net/
Inspiration/Kidspiration – www.inspiration.com
KaBOOM – www.kaboom.org
New Jersey Association for Health, Physical Education, Recreation and Dance
- www.njahperd.org
New Jersey Department of Education – www.state.nj.us/education
PE Central – www.pecentral.org; www.pelogit.org
Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com
Team Nutrition – www.teamnutrition.usda.gov
Teen Health – www.teenhealth.org
The President’s Council on Physical Fitness and Sport –
www.presidentschallenge.org www.fitness.gov

Suggested Assessments:

Teacher Observation
Activity Checklist
Activity Benchmarks
Tests/Quizzes – Verbal and Written
Skill Performance
Group Performance
Team Performance
Individual Performance
Ram Jam
PE Challenge Tasks
President’s Fitness Challenge
Class Preparation

Standard: 2.2 Physical Wellness

Disciplinary Concept: Physical Fitness

Core Idea:

- A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).

Performance Expectations:

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.

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

Essential Questions:

1. How to design and implement a personal fitness plan that supports a healthy, active lifestyle?

Instructional Objectives:

Students will be

able to...

1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2. Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
3. Analyze how medical and technological advances impact personal fitness.
4. Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
5. Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

6. Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
7. Analyze the social, emotional, and health benefits of selected physical experiences.
8. Determine to what extent various activities improve skill-related fitness versus health-related fitness.
9. 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.
10. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
11. Relate physical activity, healthy eating, and body composition to personal fitness and health.
12. Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.
13. Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.

Suggested Vocabulary for Improving Literacy:

body systems (6)
acute exercise versus regular exercise
body composition
health related components (5)
skill related components (6)
body systems (6)
health behaviors
body composition
heredity
Training

Suggested Activities:

By the end of grade six:

Activities related to physical fitness:

- Walk Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

By the end of grade seven:

Activities related to:

Activities that involve use of different body systems.

Activities that promote the benefits of regular physical activity.

Activities related to physical fitness:

- Walk.Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

By the end of grade eight:

Activities related to:

Activities that involve use of different body systems.

Activities that promote the benefits of regular physical activity.

Activities related to physical fitness:

- Walk Jog Test
- V- Sit and Reach
- Shuttle Run

Curriculum Integration:

Mathematics Data Analysis, Probability and Discrete Mathematics

Mathematics Mathematical Process

Science Scientific Process

Science Nature and Process of Technology

Science Characteristics of Life

Science Physics

Suggested Resources:

American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org

American Heart Association – www.americanheart.org

Center for Disease Control (CDC) – www.cdc.gov

Food Guide – www.MyPyramid.gov

Games Kids Play – www.gameskidsplay.net/

Great Activities Newspaper – www.greatactivities.net

Health Teacher Lessons – www.healthteacher.com

New Jersey Association for Health, Physical Education, Recreation and Dance

- www.njahperd.org

New Jersey Department of Education – www.state.nj.us/education

PE Central – www.pecentral.org;

Small Steps Nutritional Plans – www.smallstep.gov

Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com

Team Nutrition – www.teamnutrition.usda.gov

Teen Health – www.teenhealth.org

The President’s Council on Physical Fitness and Sport –

www.presidentschallenge.org www.fitness.gov

Suggested Assessments:

Teacher Observation

Activity Checklist

Activity Benchmarks

Tests/Quizzes – Verbal and Written

Skill Performance

Group Performance

Team Performance

Individual Performance

PE Challenge Tasks

President’s Fitness Challenge

Class Preparation

Jogging Test

Self Report Instruction

Standard: 2.2 Physical Wellness

Disciplinary Concept: Lifelong Fitness

Core Idea:

- Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.
- Community resources can provide participation in physical activity for self and family members.

Performance Expectations:

- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

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.

Essential Questions:

How can you design and implement a personal fitness plan that supports a healthy, active lifestyle?

Instructional Objectives:

Students will be

able to...

1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
2. Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
3. Analyze how medical and technological advances impact personal fitness.
4. Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
5. Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.

6. Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
7. Analyze the social, emotional, and health benefits of selected physical experiences.
8. Determine to what extent various activities improve skill-related fitness versus health-related fitness.
9. 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.
10. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
11. Relate physical activity, healthy eating, and body composition to personal fitness and health.
12. Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.
13. Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.

Suggested Vocabulary for Improving Literacy:

body systems (6)
acute exercise versus regular exercise
body composition
health related components (5)
skill related components (6)
body systems (6)
health behaviors
body composition
heredity
training

Suggested Activities:

By the end of grade six:

Activities related to physical fitness:

- Walk Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

By the end of grade seven:

Activities related to:

Activities that involve use of different body systems.

Activities that promote the benefits of regular physical activity.

Activities related to physical fitness:

- Walk Jog Test

- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

By the end of grade eight:

Activities related to:

Activities that involve use of different body systems.

Activities that promote the benefits of regular physical activity.

Activities related to physical fitness:

- Walk Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

Curriculum Integration:

Mathematics Data Analysis, Probability and Discrete Mathematics

Mathematics Mathematical Process

Science Scientific Process

Science Nature and Process of Technology

Science Characteristics of Life

Science Physics

Suggested Resources:

American Alliance for Health, Physical Education, Recreation and Dance – www.aahperd.org

American Heart Association – www.americanheart.org

Center for Disease Control (CDC) – www.cdc.gov

Food Guide – www.MyPyramid.gov

Games Kids Play – www.gameskidsplay.net/

Newsela.com

Edpuzzle.com

Health Teacher Lessons – www.healthteacher.com

KaBOOM – www.kaboom.org

New Jersey Association for Health, Physical Education, Recreation and Dance
- www.njahperd.org

New Jersey Department of Education – www.state.nj.us/education

PE Central – www.pecentral.org; www.pelogit.org

Small Steps Nutritional Plans – www.smallstep.gov

Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – www.sportime.com

Team Nutrition – www.teamnutrition.usda.gov

Teen Health – www.teenhealth.org

The President’s Council on Physical Fitness and Sport –
www.presidentschallenge.orgwww.fitness.govwww.unitedstreaming.com

Suggested Assessments:

Teacher Observation

Activity Checklist

Activity Benchmarks

Tests/Quizzes – Verbal and Written

Skill Performance

Group Performance

Team Performance

Individual Performance

PE Challenge Tasks

President’s Fitness Challenge

Class Preparation

Run/Jog Test

Direct Observational Measures

Self Report Instruction

Standard: 2.2 Physical Wellness

Disciplinary Concept: Nutrition

Core Idea:

- Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.

Performance Expectations:

- 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.
- 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.
- 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.
- 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).

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

Essential Questions:

1. What makes a food healthy?
2. How do you determine appropriate portion sizes?

Instructional Objectives:

Students will be able to...

1. Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
2. Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
3. Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
4. Analyze the nutritional values of new products and supplements.
5. Determine factors that influence food choices and eating patterns.
6. Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
7. Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
8. Compare and contrast nutritional information on similar food products in order to make informed choices.

Topics:

Nutritional Choices

Body Image

Current Health

Suggested Activities:

By the end of grade six:

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Workbook worksheets

By the end of grades seven and eight:

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Workbook worksheets

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions

Writing text to accompany projects
Persuasive Writing

Math:

Read and interpret graphs & charts
Collect and organize data
Represent and classify data according to attributes (Venn Diagrams)
Recognizing and describing changes in quantities
Understand the everyday objects have a variety of attributes
Problem Solving

Technology:

Multimedia presentations
Research health topics specific to chapter using internet sources

Science:

Food Pyramid

Suggested Resources:

Movies
General Internet Resources
Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

Suggested Assessments:

Lesson/ Chapter reviews
Teacher made rubrics
Chapter Tests
Projects
Class work
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/responses
Verbal/Written responses
Internet activities
Open-ended responses

STANDARD 2.3 (Safety)
Grades 6-8

BY THE END OF GRADE 8:		
Disciplinary Concept	Core Idea	Performance Expectations
Personal Safety	<p>Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</p> <p>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p> <p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p>	<ul style="list-style-type: none"> ● 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence). ● 2.3.8.PS.2: Define sexual consent and sexual agency. ● 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence). ● 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth. ● 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs). ● 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion). ● 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

<p>Health Conditions, Diseases and Medicines</p>	<p>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</p> <p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p>	<ul style="list-style-type: none"> ● 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions. ● 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors. ● 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer). ● 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV). • 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission. ● 2.3.8.HCDM.6: Explain how the immune system fights disease. ● 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.
<p>Alcohol, Tobacco and other Drugs</p>	<p>The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p>	<ul style="list-style-type: none"> ● 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically. ● 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse. ● 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs. ● 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory. ● 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

Dependency, Substances Disorder and Treatment

A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

- 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

Standard: 2.3 Safety

Disciplinary Concept: Personal Safety

Core Idea:

- Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.
- Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.
- Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

Performance Expectations:

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.2: Define sexual consent and sexual agency.
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

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

Essential Questions:

1. What is the difference between healthy and unhealthy risks?
2. Why do we sometimes take risks that can cause harm to ourselves or others?

Instructional Objectives:

Students will be able to...

1. Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
2. Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.

3. Analyze the causes and the consequences of noncompliance with the traffic safety system.
4. 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.
5. Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
6. Explain what to do if abuse is suspected or occurs.
7. Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
8. Assess when to use basic first-aid procedures.

Topics:

Refusal Skills
First Aid / CPR / Safety
Abuse
Internet Safety

Suggested Activities:

By the end of grade six:

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
School nurse
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Workbook worksheets
Role Playing

By the end of grades seven and eight:

Topic Vocabulary
Discussion of community resources
Examine media for different health articles

School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/video
Workbook worksheets
Role Playing

Suggested Curriculum Integration:

Language Arts:
Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:
Read and interpret graphs & charts
Collect and organize data
Represent and classify data according to attributes (Venn Diagrams)
Recognizing and describing changes in quantities

Technology:
Multimedia presentations
Research health topics specific to chapter using internet sources

Science:
Animal Bites and Stings

Social Studies:
Community Resources

Suggested Resources:

Movies
Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

General Internet Resources
Totally Awesome Health Textbook

Suggested Assessments:

Lesson/ Chapter reviews
Teacher made rubrics
Chapter Tests
Projects
Class work
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/responses
Verbal/Written responses
Problem-based Learning Projects
Internet activities
Open-ended responses

Standard: 2.3 Safety

Disciplinary Concept: Health Conditions, Diseases and Medicines

Core Idea:

- Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
- The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

Performance Expectations:

- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 2.3.8.HCDM.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.

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

Essential Questions:

1. To what extent can we keep ourselves disease free?

Instructional Objectives:

Students will be able to...

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, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
2. Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
3. Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional wellbeing.
4. Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
5. Determine the impact of public health strategies in preventing diseases and health conditions.
6. Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

Topics:

Current Health
 Communicable Diseases (including STD's, HIV/AIDS)
 Mental Health and Disorders
 Cancer
 Health Care Costs
 Communicable and Non-communicable Diseases
 Public Health
 Current Health

Suggested Activities:***By the end of grade six:***

Topic Vocabulary
Health Inventory
E-flashcards
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Workbook worksheets

By the end of grades seven and eight:

Topic Vocabulary
Health Inventory
E-flashcards
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Workbook worksheets

Suggested Curriculum Integration:

Language Arts:
Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Recognizing and describing changes in quantities

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Social Studies:

Cultural Contributions of scientists

Comparing Global Immunization Programs

Red Cross

CDC

Suggested Resources:

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Movies

General Internet Resources

Schoolwide ELA libraries

Science Dimensions resources

TCI-History Alive resources

CAP lessons resources

Second Step – SEL program

Suggested Assessments:

Lesson/ Chapter reviews

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects

Pictorial prompts/responses

Verbal/Written responses

Problem-based Learning Projects

Internet activities

Open-ended responses

Standard: 2.3 Safety

Disciplinary Concept: Alcohol, Tobacco and other Drugs

Core Idea:

- The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

Performance Expectations:

- 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
- 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
- 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
- 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
- 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

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

Essential Questions:

1. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
2. How do I make the "right" decisions in the face of peer, media and other pressures?

Instructional Objectives:

Students will be able to...

1. Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2. Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
3. Analyze the effects of all types of tobacco use on the aging process.
4. Compare and contrast smoking laws in New Jersey with other states and countries.
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.

6. Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STI's.
7. Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
8. Analyze health risks associated with injected drug use.
9. Explain the system of drug classification and why it is useful in preventing substance abuse.
10. Relate tobacco use and the incidence of disease.
11. Compare the effects of laws, policies, and procedures on smokers and nonsmokers.
12. 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 on one's health.
13. Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
14. Summarize the signs and symptoms of inhalant abuse.
15. Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

Topics:

Alcohol and Tobacco (Health Risks)

Fetal Alcohol Syndrome

Community Health

Addiction

Costs to Society

Treatment Centers

Help Agencies

Media Influences

Tobacco Use in Relation to Diseases

Health Risks of Drugs and Alcohol

Legal and Financial Consequences

Drug Addiction

Suggested Activities:

By the end of grade six:

Topic Vocabulary

Discussion of community resources

Examine media for different health articles

School nurse visit

Guest speakers

Online quizzes and activities

Group project

Topic related DVD/videos

Workbook worksheets

By the end of *grades seven and eight*:

Topic Vocabulary
Health Inventory
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Student Activities Workbook worksheets

Suggested Curriculum Integration:

Language Arts:

Read and respond to informational text
Use glossary and index to locate information in text
Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:

Read and interpret graphs & charts
Collect and organize data
Represent and classify data according to attributes (Venn Diagrams)

Technology:

Multimedia presentations
Research health topics specific to chapter using internet sources

Science:

Basic Needs of human beings

Suggested Resources:

Center for Prevention and Counseling
Red Ribbon Week
Movies
Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program

General Internet Resources

Totally Awesome Health Textbook

Suggested Assessments:

Lesson/Chapter reviews

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects

Pictorial prompts/responses

Verbal/Written responses

Problem-based Learning Projects

Internet activities

Open-ended responses

Standard: 2.3 Safety

Disciplinary Concept: Dependency, Substances Disorder and Treatment

Core Idea:

- A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

Performance Expectations:

- 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

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: 2.3.8 C DEPENDENCY ADDICTION AND TREATMENT

Content Statement: Substance abuse is caused by a variety of factors.

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.

Concept: DEPENDENCY/ADDICTION AND TREATMENT

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

Essential Questions:

1. What are the factors that cause addiction?

Instructional Objectives:

Students will be able to...

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.
2. Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
3. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
4. Explain how wellness is affected during the stages of drug dependency/addiction.
5. 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.

6. Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

Topics:

Alcohol and Tobacco (Health Risks)
Fetal Alcohol Syndrome
Community Health
Addiction
Costs to Society
Treatment Centers
Help Agencies
Media Influences
Tobacco Use in Relation to Diseases
Health Risks of Drugs and Alcohol
Legal and Financial Consequences
Drug Addiction

Suggested Activities:

By the end of grade six:

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
Expository writing
School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Workbook worksheets

By the end of grades seven and eight:

Topic Vocabulary
Discussion of community resources
Examine media for different health articles
Expository writing

School nurse visit
Guest speakers
Online quizzes and activities
Group project
Topic related DVD/videos
Workbook worksheets

Suggested Curriculum Integration:

Language Arts:
Read and respond to informational text
Use glossary and index to locate information in text

Vocabulary development
Research Information
Making Inferences
Journal Writing
Written response to lesson questions
Writing text to accompany projects

Math:
Read and interpret graphs & charts
Collect and organize data
Represent and classify data according to attributes (Venn Diagrams)

Technology:
Multimedia presentations
Research health topics specific to chapter using internet sources

Science:
Basic Needs of human beings

Suggested Resources:

Schoolwide ELA libraries
Science Dimensions resources
TCI-History Alive resources
CAP lessons resources
Second Step – SEL program
Movies
General Internet Resources
Totally Awesome Health Textbook
Center for Prevention and Counseling

Suggested Assessments:

Lesson/Chapter reviews
Teacher made rubrics
Chapter Tests
Projects
Class work
Performance in group and individual hands-on activities
Oral presentations
Multimedia Presentations
Research Projects
Pictorial prompts/responses
Verbal/Written responses
Problem-based Learning Projects
Internet activities
Open-ended responses