

Ogdensburg School District
Health/Physical Education Curriculum
June 2012

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Health and Physical Education Philosophy

We believe that our physical education/health programs should prepare students to understand and enjoy the components of lifelong health and wellness. Healthy students are learners who are “knowledgeable and productive, and emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders” (ASCD, 2004). As part of the state’s initiative to prepare students to function optimally as global citizens and workers, the contemporary view of health and physical education focuses on taking personal responsibility for one’s health through an active, healthy lifestyle that fosters a lifelong commitment to wellness. The mission and vision for comprehensive health and physical education reflects this perspective. The students that are participating in health and physical education as reflected in the curriculum will experience a comprehensive, sequential, health and physical education program that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The curriculum reflects standards that are a blueprint for instruction, and assessment that reflects the latest research-based platform for effective health and physical education programs. The primary focus of the standards as reflected in this curriculum is on the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community. The curriculum incorporates the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.

Health K-4	
Unit Overview	
Content Area: Comprehensive Health	Grade Level: Kindergarten
Unit Title: Character Education	
Unit Summary:	
<ul style="list-style-type: none"> Developing and using good character traits to support healthy relationships. Identifying and communicating basic social and emotional needs of people. Developing effective decision making skills help support healthier choices. 	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness 2.2 Integrated Skills	
CPI#	Cumulative Progress Indicator (CPI)
2.1.2.E.1	Identify basic social and emotional needs of all people.
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
Unit Essential Questions:	
<ul style="list-style-type: none"> What are basic social needs of people? What are emotional needs of people? Why are effective communication skills important in healthy relationships? Why is it important to use appropriate skills to prevent and resolve conflicts? Why is it important to think before acting? What is character? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships. Effective communication skills enhance peoples' ability to express and defend their beliefs. Effective decision making skills and conflict resolution skills influence healthier relationships. Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service. Character is who you are when no one is looking. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> Explain that a person's character and values are reflected in a way the person thinks, feels, and acts. Explain that living things have special needs Label and describe a wide range of feelings Demonstrate verbal problem solving skills without being aggressive Empathize with feelings of others (comfort him/her when he/she feels sad) Know how to work together and play with others Understand what it means to be a good friend Demonstrate taking turns and listening techniques Identify roles of bully, victim and bystander Demonstrate appropriate behavior in all situations Demonstrate effective communication and listening skills Express needs verbally to teachers and peers without being aggressive 	

- Respect rights of others
- Explain good choices versus bad choices

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Kindergarten
Unit Title: Wellness, Diseases and Health Conditions	
Unit Summary: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
Unit Essential Questions:	
<ul style="list-style-type: none"> • Why do body parts need to work together to support wellness? • Why does knowledge about diseases and disease prevention promote health-enhancing behaviors? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • If the body parts do not work together, the body can't function properly. • Without the knowledge and prevention practices, diseases would spread and people would be unhealthy 	
Objectives:	
<i>Students will be able to:</i>	
Learn the correct terminology for body parts and their functions.	
Learn the 5 senses and their functions.	
Identify common diseases and health conditions.	
Learn healthy behaviors to prevent the spread of common diseases and health conditions.	
Develop healthy hygiene habits (washing hands, brush teeth, dress appropriately for weather, etc.).	
Develop an awareness of healthy habits related to foods and food allergies.	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Kindergarten
Unit Title: Safety	
Unit Summary: Help students develop an awareness of how potential hazards in the environment can impact personal health and safety	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
Unit Essential Questions: Why do we sometimes take risks that can cause harm to ourselves or others? Why do we need to take safety precautions?	
Unit Enduring Understandings: Unforeseen consequences can lead to unsafe behavior. Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to one's self and others	
Objectives: <i>Students will be able to:</i> Recognize, identify, and alert adults to potentially harmful conditions/situations. Identify and recognize warning symbols and communicate their meanings. (Ex: Red Lights, Stop Signs, Poison Symbol, etc.) Identify community helpers who assist in maintaining a safe environment. Behave appropriately during emergency evacuation drills. Know how to dial 911 and what to say to the emergency operator. Use safe practices indoors and outdoors, such as in playground and classroom areas. Use safe practices while using play equipment and riding in cars. Learn pedestrian safety rules. Understand fire and poison safety. Identify characteristics of strangers, acquaintances, and trusted adults. Describe safe and appropriate behaviors/touches.	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Kindergarten
Unit Title: Nutrition	
Unit Summary: Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards:	
CPI#	Cumulative Progress Indicator (CPI)
2.1.2.B.1	Explain why some foods are healthier to eat than others.
2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
Unit Essential Questions: Why is it important to eat a healthy, well-balanced diet? Why are some food choices healthier than others?	
Unit Enduring Understandings: A healthy well-balanced diet helps to keep your body strong and healthy. Healthy foods provide proper nutrients.	
Objectives: <i>Students will be able to:</i> Identify healthy vs. unhealthy food choices. Identify the five food groups. Identify the MyPyramid and Nutritional Plate and its importance. Understand it's important to get foods from each of the five food groups.	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Kindergarten
Unit Title: Family Life	
Unit Summary: Understanding the various aspects of human relationships.	
Interdisciplinary connections: Language Arts, Social Studies, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.4 Human Relationships and Sexuality	
CPI#	Cumulative Progress Indicator (CPI)
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
2.4.2.A.3	Determine the factors that contribute to healthy relationships.
Unit Essential Questions: What are different types of families? What do you have to do to be a good friend or family member?	
Unit Enduring Understandings: Families can come in many varieties. To be a good family member or friend you have to be helpful and loving.	
Objectives: <i>Students will be able to:</i>	
Identify different types of families. Recognize different family cultures and traditions. Identify roles to be a helpful family member/friend. Identify ways to help family or friends. Recognize examples of caring and loving behavior.	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Kindergarten
Unit Title: Drug, Alcohol and Tobacco	
Unit Summary: Students will acquire knowledge about alcohol, tobacco, and medicine.	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.3 Drugs and Medicine	
CPI#	Cumulative Progress Indicator (CPI)
2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What is medicine and why do we take it? • Who can you take medicine from safely? • How can tobacco hurt your body? • What can alcohol do to your body? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Medicine can help you when you're sick. • You should take medicine only from a trusted adult. • Tobacco can cause disease. • Alcohol can change the way you act or feel. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Recognize the importance of taking medicine only from a trusted adult. • Recognize the importance of taking medicine only when you are sick. • Recognize the fact that medicine and candy are similar in appearance. • Understand that all tobacco products are harmful. • Understand that alcohol can make you act differently than normal 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 1
Unit Title: Character Education	
Unit Summary: <ul style="list-style-type: none"> • Determine appropriate ways to prevent and resolve conflict. • Effective communication is a determining factor in keeping healthy relationships. • Demonstrating effective decision making skills to help support healthier choices. 	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness, 2.2 Integrated Skills	
CPI#	Cumulative Progress Indicator (CPI)
2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
2.2.2.B.2	Relate decision-making by self and others to one’s health.
2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
Unit Essential Questions: <ul style="list-style-type: none"> • What are types of conflicts between people? • How can you prevent and resolve conflicts between people? • What are ways to effectively communicate wants, needs, and feelings in healthy relationships? • What are the steps used to make healthy decisions? • What are character traits? 	
Unit Enduring Understandings: Students recognize fighting and arguing cause problems. Using manners, “I” statements, and adult advice can help prevent and resolve conflicts. It is advantageous to follow the basic steps of the decision making process. Students identify types of character traits.	
Objectives: <i>Students will be able to:</i> <ul style="list-style-type: none"> • Explain and identify types of character traits. • Explain that a person’s character and values are reflected in the way the person thinks, feels, and acts. • Demonstrate problem solving steps. • Give examples and know how/when to use manners. • Understand and demonstrate “I” statements. • Explain how to work together and play with others. • Demonstrate ways to be a good friend. • Demonstrate taking turns and listening techniques. • Identify roles of bully, victim and bystander. • Demonstrate appropriate behavior in all situations. • Demonstrate effective communication and listening skills. • Express needs verbally to teachers and peers without being aggressive. • Respect the rights of others. • Explain good choices versus bad choices. • Understand the difference between tattling and telling. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 1
Unit Title: Wellness, Diseases and Health Conditions	
Unit Summary:	
<ul style="list-style-type: none"> • Health-enhancing behaviors contribute to wellness • Knowing who and how to locate health professionals helps in an emergency. 	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness, 2.2 Integrated Skills	
CPI#	Cumulative Progress Indicator (CPI)
2.1.2A.1	Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
2.2.2.E.1	Determine where to access home, school, and community health professionals.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What does being “well” mean? • What are health-enhancing behaviors that support wellness? • To what extent can we keep ourselves disease free? • Where do I go to access information about good health and fitness services? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Staying healthy involves the use of self-care practices and healthy habits. • Using preventive and treatment strategies can help people live healthier. • Professionals are available in the home, school and community to provide information to assist in emergencies. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Identify common diseases and health conditions. • Learn healthy behaviors to prevent the spread of common diseases and health conditions. • Demonstrate healthy hygiene habits (washing hands, brushing teeth, dressing appropriately for weather, etc.). • Demonstrate ways to prevent diseases (coughing/sneezing in elbow or tissue, universal precautions). • Develop an awareness of healthy habits related to foods and food allergies. • Recognize some diseases are caused by germs. • Recognize some germs are harmful and some germs are helpful. • State ways to prevent the spread of disease. • Identify the steps for proper hand washing. • State times when hand washing would be appropriate. • State the proper response to emergency situations in the home, school, and community. • Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 1
Unit Title: Safety	
Unit Summary: Taking responsibility for one's own safety is an essential step toward developing and maintaining a healthy, active lifestyle.	
Interdisciplinary connections:	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What personal safety strategies can reduce the number of injuries to self and others? • What are the characteristics of strangers, acquaintances, and trusted adults? • What are good touch and bad touches? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Know and use proper safety equipment and rules to prevent injuries. • Know how to differentiate among strangers, acquaintances and trusted adults. • Identify good touches and bad touches. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Understand proper safety rules when riding a school bus. • Use proper safety equipment while riding a bike, using roller blades, riding a scooter, etc. • Recognize, identify, and alert adults to potentially harmful conditions/situations. • Identify and recognize warning symbols and communicate their meaning. (Ex: Red Lights, Stop Signs, Poison Symbol, etc.) • Identify community helpers who assist in maintaining a safe environment. • Behave appropriately during emergency evacuation drills. • Know how to dial 911 and what to say to the emergency operator. • Use safe practices indoors and outdoors, such as playground and classroom situations. • Use safe practices while using play equipment and riding in cars. • Use pedestrian safety rules. • Use fire and poison safety rules. • Understand characteristics of strangers, acquaintances, and trusted adults. • Describe safe and appropriate behaviors/touches. • Identify safety guidelines for animals and insects. (Ex: Bears, Ticks, Pets, etc) 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 1
Unit Title: Nutrition	
Unit Summary: Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits and a healthy lifestyle.	
Interdisciplinary connections: : Language Arts, Technology, Science, Math, Social Studies	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value.
Unit Essential Questions:	
<ul style="list-style-type: none"> • Why is it important to eat a variety of foods from the My Pyramid? • Why are some food choices healthier than 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • A healthy, well-balanced diet helps to keep your body strong and healthy. • Healthy foods provide proper nutrients. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Identify the 6 main nutrients. • Understand healthy vs. unhealthy food choices. • Identify the five food groups. • Identify the My Pyramid food groups and how they differ in nutritional content. • Understand that it's important to get foods from each of the five food groups. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 1
Unit Title: Family Life	
Unit Summary: Understanding the various aspects of human relationships.	
Interdisciplinary connections: Language Arts, Social Studies	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.4 Human Relationships and Sexuality	
CPI#	Cumulative Progress Indicator (CPI)
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
2.4.2.A.3	Determine the factors that contribute to healthy relationships.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What are different types of families? • What do you have to do to be a good friend or family member? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Families can come in many varieties such as blended, divorced, single, or adopted. • To be a good family member or friend you should be helpful and loving. <p>There are similarities and differences between families, both locally and globally</p>	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Identify different types of families such as immediate and extended. • Compare and contrast different family cultures and traditions. • Demonstrate behaviors to be a helpful family member/friend. • Demonstrate ways to help your family or friends. • Demonstrate examples of caring and loving behavior. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 1
Unit Title: Drug, Alcohol and Tobacco	
Unit Summary: Students will acquire knowledge about alcohol, tobacco, and medicine.	
Interdisciplinary connections: Language Arts, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.3 Drugs and Medicine	
CPI#	Cumulative Progress Indicator (CPI)
2.3.2.A.2	Explain why medicines should be administered as directed.
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
2.3.2.B.4	Identify products that contain alcohol.
2.3.2.B.5	List substances that should never be inhaled and explain why.
Unit Essential Questions:	
<ul style="list-style-type: none"> • Why should medicines be taken as directed? • Who can you take medicine from safely? • How can tobacco hurt a non-smoker and a smoker? • What products contain alcohol? • Why should certain substances never be inhaled? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • For medicine to be effective you have to follow the directions. • Tobacco can cause disease such as cancer and heart disease. • Tobacco can cause personal hygiene problems. • There are dangers from second-hand smoke. • Identify drinks that contain alcohol. • Inhaling certain substances can harm your body. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Understand you only take medicine from a trusted adult. • Understand to only use medicines as directed. • Understand all tobacco products are harmful. • Explain what second-hand smoke is and how it is harmful. • Identify negative changes to health and hygiene from tobacco use. • Understand alcohol can make you act differently. • Identify the effects of alcohol on health and safety. • Certain products when inhaled are extremely dangerous. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 2
Unit Title: Character Education	
Unit Summary: <ul style="list-style-type: none"> • Developing and using good character traits to support healthy relationships. • Identifying and communicating basic social and emotional needs of people. • Developing effective decision making skills helps support healthier choices. 	
Interdisciplinary connections:	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness, 2.2 Integrated Skills	
CPI#	Cumulative Progress Indicator (CPI)
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.C.3	Determine how personal feelings can affect one’s wellness.
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.
2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
2.2.2.D1	Determine the benefits for oneself and others of participating in a class or school service activity.
Unit Essential Questions: <ul style="list-style-type: none"> • How do you make responsible decisions when it comes to peers, parents, technology, culture, disabilities, and the media’s influences? • How do you choose a friend and be a true friend? • What are some ways to show respect to others? • What are the different character traits? • What are some ways to resolve a conflict? • What are different types of bullying situations? • How do you communicate what your needs and wants are? • Why do you set a reasonable goal, and what are the steps to achieve it? • Why does serving others build character? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Gaining knowledge about the topics and issues helps to make responsible decisions. • Friends trust each other, share their feelings, care for each other, and have fun. • For productive relationships, act and talk politely, share and work with others, be kind and helpful, and listen carefully to others. • The different character traits are respect, responsibility, fairness, citizenship, caring, and trustworthiness. • To resolve a conflict, use your school’s conflict resolutions skills plan. • There are different types of bullying situations that have to be recognized and understood. • To maintain your health and safety, distinguish between the things you must have and the things you want to have. • Setting a reasonable goal and progressing through an organized process helps build self-esteem and helps create a feeling of positive self-worth. 	
Objectives:	

Students will be able to:

- Learn the different character traits and give examples of each one.
- Research and learn the different aspects of an issue to create a responsible decision.
- Show the characteristics of being a true friend.
- Learn what it means to have self-respect and show others respect.
- Demonstrate and resolve different types of bullying situations.
- Learn ways to successfully resolve a conflict.
- Demonstrate how to communicate one's wants and needs.
- Learn that one way of developing positive self-esteem involves setting a goal and achieving that goal step by step.
- Understand that looking outside of one's self when helping others, helps build strong character.

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 2
Unit Title: Wellness, Diseases and Health Conditions	
Unit Summary: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
2.1.2.C.3	Determine how personal feelings can affect one’s wellness.
2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What is wellness? • What are some practices that students can follow to support wellness? • How do body parts work together to support wellness? • What are the reasons for common diseases and their symptoms? • How do personal feelings affect wellness? • How does a child deal with different stressful situations? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Wellness is the highest level of health you can reach. • People must be involved in managing their personal hygiene. • Body parts work together to protect your immune system. • An individual’s health at different life stages is dependent upon heredity, environmental factors, and lifestyle choices. • Different moods (happy or sad) affect the way you physically, mentally, and emotionally feel. • Know and use basic coping skills. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Be able to use the correct terminology when identifying body parts. • Understand the meaning of wellness. • Identify and use personal health practices on a daily basis. • Learn various functions of the body that help keep people healthy. • Learn that throughout life there are reasons for common diseases and their symptoms. • Understand that different feelings affect wellness. • Identify stressful situations that could occur in one’s life. • Learn basic coping skills to deal with stressful situations. • Understand the difference between communicable and non-communicable diseases. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 2
Unit Title: Safety	
Unit Summary: Developing an awareness of potential hazards in the environment impacts personal health and safety.	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What are ways to prevent injuries at home, school, and in the community? • How can I stay safe when I play and travel? • How can I stay safe from strangers? • What are the rules if I get an unsafe touch? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Being constantly aware of the environment and taking safety precautions can reduce the risk of injury to one's self and others. • Follow the safety rules when you walk, ride in a car, ride a bike, swim, and are on the playground. • Follow rules to stay safe from strangers who approach you. • Follow the rules if you get an unsafe touch. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Identify and follow safety rules to protect themselves when at play and traveling. • Identify ways they can stay safe from strangers. • Know the "circle of safety" when dealing with strangers. • Know what to do if they get an unsafe touch. • Give examples of a good touch and a bad touch. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 2
Unit Title: Nutrition	
Unit Summary: Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	
Interdisciplinary connections:	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.2.B.3	Summarize information about food found on product labels.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What is the purpose of food labels on all types of foods? • How can food labels help you maintain a healthy weight? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Food labels show facts about foods and can help you choose healthful foods. • Food labels can help you keep track of your nutrient and caloric intake. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Understand and demonstrate how to read a food label. • Identify the different parts of a food label and explain what they mean. • Learn to make healthier food choices by reading food labels. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 2
Unit Title: Family Life	
Unit Summary: Understanding the various aspects of human relationships	
Interdisciplinary connections: Language Arts, Social Studies, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.4 Human Relationships and Sexuality	
CPI#	Cumulative Progress Indicator (CPI)
2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What are chores? • How do chores help build responsibility? • What are parts of the body that both boys and girls have? • How are boys and girls different? • What does a mother need to do to have a healthy baby? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Chores are jobs a family member is responsible for doing to help the family. • Compare and contrast the differences/similarities of the genders. • Healthy behaviors help contribute to a healthy baby. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Identify various types of chores they can have within their families. • Understand that chores build responsibility. • Identify similar and different parts of the body for both girls and boys. • Learn that a female can have a baby. • Understand that a mother must take care of herself to have a healthy baby. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 2
Unit Title: Drugs, Alcohol, and Tobacco	
Unit Summary: Students will acquire knowledge about alcohol, tobacco, and medicine	
Interdisciplinary connections: Language Arts, Social Studies, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.3 Drugs and Medicine	
CPI#	Cumulative Progress Indicator (CPI)
2.3.2.B.1	Identify ways that drugs can be abused.
2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
2.3.2.B.4	Identify products that contain alcohol.
2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
Unit Essential Questions:	
<ul style="list-style-type: none"> • How can tobacco harm a person’s health? • How can alcohol harm a person’s health? • How can someone stay away from secondhand smoke? • What is drug abuse? • Who can you talk to if someone you know has a problem with alcohol, tobacco, or other drugs? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Tobacco can affect parts of the body and be addictive. • Alcohol can affect a person’s mental, physical, and social health. • Do not be around people who are smoking and be aware of your surroundings. • Drug abuse is when a person is unable to control his/her use of a drug. • A trusted adult is who you go to when you need help. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Identify ways in which alcohol and tobacco harm a person’s health. • Explain and demonstrate how to stay away from secondhand smoke. • Explain the meaning of drug abuse and give examples. • Identify the trusted adults in their lives they can go to for help. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 3
Unit Title: Character Education	
Unit Summary: The use of critical thinking, decision making, problem solving, leadership, and communication skills are essential to making informed personal, family and community health and relationship decisions	
Interdisciplinary connections: Language Arts, Technology, Social Studies	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness, 2.2 Integrated Skills	
CPI#	Cumulative Progress Indicator (CPI)
2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
2.2.4.B.1	Use the decision-making process when addressing health-related issues.
2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
2.2.4.C.1	Determine how an individual’s character develops over time and impacts personal health.
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
Unit Essential Questions: <ul style="list-style-type: none"> • How do people overcome negative influences when making decisions about personal health? • Why is effective communication important for resolving conflicts and building relationships? • Why is it important to use a decision making process for health related issues? • Why is it important to have core ethical values when developing one’s individual character? • Why is it important to recognize and respect one’s differences and disabilities to establish healthy relationships? • Why is it important to use health services when addressing relationship and health issues? • Who are health service professionals in schools and communities that can assist you in addressing health and relationship issues? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Distinguish among teasing, name-calling, gossiping, and bullying, and demonstrate strategies to prevent and resolve these types of conflicts. • Demonstrate effective communication skills when responding to disagreements or conflicts. • Use the decision making process when addressing health related issues. • Core ethical values such as respect, empathy, civic-mindedness, and good citizenship develop positive individual character. • Tolerance, appreciation and understanding of individual differences are necessary in order to establish healthy relationships. • Understand the different types of health services that provide assistance when addressing relationship and health issues. 	
Objectives: <i>Students will be able to:</i> <ul style="list-style-type: none"> • Define types of conflict • Demonstrate the steps of the decision making process • Demonstrate effective communication skills including refusal, taking turns, sharing, and listening skills 	

- List the kinds of problems that can arise from poor communication skills
- Tell how body language and tone of voice can sometimes send the wrong message
- Understand core ethical values and how they benefit one's character
- Discuss how an individual's character positively and negatively impacts individual and group goals and successes
- Describe and demonstrate the characteristics of an effective leader
- Identify behaviors that respect and help those with apparent and hidden disabilities
- Recognize situations that might require a person to use health services when dealing with health and relationship issues
- Recognize types of health services
- Identify and demonstrate conflict resolution skills specific to one's school
- Describe and demonstrate strategies to prevent, reduce, or mediate conflict
- Explain why some people tease others
- Identify different ways of dealing with teasing
- Describe why some people are bullies
- Identify effective strategies for dealing with a bully

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 3
Unit Title: Wellness, Diseases and Health Conditions	
Unit Summary: Taking responsibility for one’s own health is an essential step toward developing and maintaining a healthy, active lifestyle.	
Interdisciplinary connections:	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness, 2.2 Integrated Skills	
CPI#	Cumulative Progress Indicator (CPI)
2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual’s body systems.
2.1.4.C.1	Explain how most diseases and health conditions are preventable.
2.2.4.B.1	Use the decision-making process when addressing health-related issues.
2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
2.2.4.B.4	Develop a personal health goal and track progress.
2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What health behaviors and emotions impact an individual’s body and personal health? • What disease prevention strategies can one use in the home, school, and community to promote personal health? • What health services can assist in health needs and emergencies? • What influences personal health and behaviors? • How can food preparation affect one’s health? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Many health behaviors and emotions affect a person’s overall health. • Choosing good health habits benefits overall health. • Using healthy habits prevents the spread of disease. • Know the health services that can assist you with your health needs or emergencies. • Parents, peers and the media can influence personal health and behaviors. • Individuals may have allergic reactions to foods. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Develop health, wellness and fitness goals, and track progress • Describe ways to support the achievement of health goals • Discuss stressful situations dealing with friends and school • Discuss ways to cope with rejection, loss, and separation • Understand and identify types of emotions and how emotions affect communication, choices, and behaviors. • Identify health related situations that require an independent decision or assistance from others • Describe situations that might require a decision about personal health • Discuss how parents, peers, and the media influence personal health and behaviors • Identify at different stages of life, how heredity and the environment can be factors that influence personal health choices and lifestyle • Describe how a person’s attitude can affect the choices made concerning one’s health • Distinguish between communicable and non-communicable diseases • Explain that some diseases and health conditions are preventable and some are not • State at least three ways to stay healthy • Describe and demonstrate personal hygiene practices that prevent the spread of disease 	

- Understand common types of allergies
- Explain the importance of physical exercise and how it benefits wellness

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 3
Unit Title: Safety	
Unit Summary: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards:	
CPI#	Cumulative Progress Indicator (CPI)
2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What are appropriate ways to reduce and eliminate risk? • To what extent can we keep ourselves and others injury free? • What is the difference between a healthy and an unhealthy risk? • Why is it important to respond with effective communication in safety related situations? • How can health professionals and adults assist in the prevention and treatment of injuries? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Being consistently aware of the environment and taking safety precautions can reduce the risk of injury to oneself and others. • You can help keep yourself and others safe by following safety rules. • Healthy risks develop positive qualities such as courage and confidence, and unhealthy risks have negative consequences. • Effective communication is a determining factor in the outcome of safety related situations. • Identify health services and resources that can assist in addressing health needs and emergencies. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and community • Describe ways to stay safe before, during, and after exercising • Identify safety gear used in various sports and activities • Identify rules that protect themselves and others from harm • Describe what to do if injured or in an emergency situation • Identify and describe ways to be safe at school, home, and in the community • Describe ways to keep themselves and others safe from fires and poisons • Identify safety rules and laws for school and community • Identify ways to stay safe in the environment (dressing properly for the weather and sunscreen use) • Identify the various health resources available for safety and emergency situations • Understand water safety rules 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes,	

Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 3
Unit Title: Nutrition	
Unit Summary: Understanding that a balanced variety of nutritious foods maximizes an individual's health potential.	
Interdisciplinary connections: Language Arts, Technology, Science, Math, Social Studies	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keep body systems functioning effectively.
2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
Unit Essential Questions:	
<ul style="list-style-type: none"> • How do nutritious foods contribute to wellness? • What determines whether a food is healthy or unhealthy? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Eating nutritious food provides energy, maintains health weight, lowers risk of disease, and keeps body systems functioning properly. • Foods should meet nutritional content standards. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Understand that healthy foods have nutrients the body needs to stay healthy • Understand that there are a variety of important nutrients • Recognize the foods that help maintain a healthy weight • Recognize the foods that provide optimal energy • Compare and contrast unhealthy foods • Define a well-balanced meal • Develop a well-balanced meal • Compare and contrast healthy and unhealthy snacks • Discuss how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps the body working efficiently • Understand the appropriate portion sizes for a 3rd grader 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 3
Unit Title: Family Life	
Unit Summary: Acquire knowledge about physical, emotional, and social aspects of all human relationships and apply these concepts to support a healthy and active lifestyle	
Interdisciplinary connections: Language Arts, Social Studies	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.4 Human Relationships and Sexuality	
CPI#	Cumulative Progress Indicator (CPI)
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
2.4.4.A.1	Explain how families typically share common values; provide love and emotional support, and set boundaries and limits.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What are the factors at home, school, and in the community that impact social and emotional health? • What do healthy families typically share? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Both positive and negative factors can have an influence on social and emotional health. • Families typically share common values, love and emotional support, boundaries, and limits. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Compare and contrast how individuals and families attempt to address basic human needs • Understand that families have different family activities, rituals, and traditions • Understand that healthy families share love, emotional support, respect, encouragement and boundaries • Understand what it takes to be a loving family member. • Understand the importance of chores and responsibilities at home and in school and how they contribute to being healthy • Understand that a family is stronger when family members know how to help one another, to enjoy each other, and get along together • Understand what can happen if families do not talk respectfully to each other 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 3
Unit Title: Drugs, Alcohol, and Tobacco	
Unit Summary: Acquire knowledge about medicine, alcohol, and tobacco to support a healthy, active lifestyle	
Interdisciplinary connections: Language Arts, Science, Social Studies	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.3 Drugs and Medicine	
CPI#	Cumulative Progress Indicator (CPI)
2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.
2.3.4.A.2	Determine possible side effects of common types of medicines.
2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.
2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What is the difference between over-the-counter medicines and prescription medicines? • What are side effects from common medicines? • What are the short and long term effects of all types of tobacco use? • What choices can you make to keep yourself safe when a person is using tobacco products around you? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • There are differences between over-the-counter medicines and prescription medicines. • There are possible side effects from all medicines. • Short and long term tobacco use of all types can affect the user and the non-user. • There are places that can keep a person safe from second-hand smoke. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Define over-the-counter and prescription medicine • Identify types of over-the-counter medicines • Identify types of prescription medicines • Distinguish between over-the-counter and prescription medicines • Define side effect • List side effects of medicines • Understand short and long term effects of tobacco use on the user and non-user • Identify environments where second-hand smoke impacts the wellness of the nonsmoker • Identify environments where the nonsmoker is protected from second-hand smoke 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 4
Unit Title: Character Education	
Unit Summary: Developing and using good character traits to support healthy relationships. Identifying and communicating basic social and emotional needs of people. Developing effective decision making skills helps support healthier choices. Acquire skills to cope with a conflict in a healthful, successful way	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness, 2.2 Integrated Skills	
CPI#	Cumulative Progress Indicator (CPI)
2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
2.2.4.B.1	Use the decision-making process when addressing health-related issues.
2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
Unit Essential Questions:	
<ul style="list-style-type: none"> • How can individuals protect themselves from people or situations that might harm them? • What is a stressful situation students might experience? • What are the physical symptoms of stress? • What are ways to manage stress? • How do people apply the decision making process to certain life situations? • Where can people get help when they cannot make a decision? • How can an individual's character develop over time and impact his/her personal health? • How can people support others with a disability? • How do people use their good character traits positively in their local and world community? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • People can use their decision making and conflict resolution skills to stay out of harm's way. • Stressful situations that students might experience are problems with friends, school, problems at home, etc. • The physical symptoms of stress are headache, stomachache, sleeplessness, lethargy, breathing faster, sweaty, etc. • Managing stress depends on the individual taking control by taking action. • Following the guidelines for making responsible decisions, based on the life situation. • Responsible, trustworthy adults and research of the situation can be useful in making a decision. • Personal core ethical values impact the health of oneself and others. • People can support others with disabilities by gaining an understanding of the disability. • Getting involved in the community and supporting the people in it in a positive way improves one's quality of life. • 	

Objectives:

Students will be able to:

- Learn the differences between responsible and wrong decisions.
- Learn how to distinguish among meanness, violence, harassment, gang violence, discrimination, and bullying.
- Recognize the concept of cyber-bullying.
- Name and demonstrate strategies to prevent and resolve different types of conflicts.
- Determine ways to cope with rejection, loss, and separation.
- Summarize the cause of stress and explain ways to deal with stressful situations.
- Review the decision making skills and apply them to different life scenarios.
- Determine when someone needs help making a decision and know where he/she can get help.
- Identify those people/areas that will try to influence/impact a decision in a positive/negative way.
- Identify how people can use their good character traits to make a difference in their local and world community.
- Learn and identify how people's values play a role in the decision making process for their personal health.

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 4
Unit Title: Wellness, Diseases and Health Conditions	
Unit Summary: All students will acquire health-promotion concepts and skills to support a healthy, active lifestyle. All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Interdisciplinary connections: Language Arts, Technology, Science, Social Studies	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness, 2.2 Integrated Skills	
CPI#	Cumulative Progress Indicator (CPI)
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
2.1.4.C.3	Explain how mental health impacts one's wellness.
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.
Unit Essential Questions: <ul style="list-style-type: none"> • What are the physical, social, emotional, and mental dimensions of personal wellness? • How do physical, social, emotional, and mental dimensions of personal wellness interact? • What habits can a person adopt to prevent the spread of germs? • What are pathogens that cause disease? • What are the ways that HIV is not transmitted? • What are the universal precautions used to reduce the spread of blood borne pathogens? • How does mental health impact one's wellness? • How can a person's participation in different kinds of service projects benefit themselves and others? • Why is it important to report to an adult when feeling ill? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Personal wellness must be inclusive of good physical, social, emotional, and mental health. • Each dimension of health works together to establish an overall state of personal wellness. • The use of disease prevention strategies in home, school, and community promotes personal health. • Pathogens are germs that cause communicable diseases. • The everyday activities of students are not ways in which HIV is spread. • There should always be a barrier between a person and blood. • Mental health impacts how well your mind works and how you show your feelings. • Helping others develops a positive feeling about one's self. • It's important to help prevent the spread of communicable diseases & pathogens. 	
Objectives: <i>Students will be able to:</i> <ul style="list-style-type: none"> • Learn the physical, social, emotional, and mental dimensions of personal wellness. • Learn the interaction of physical, social, emotional, and mental dimensions of personal wellness. • Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent disease and health conditions. • Learn about several different mental health diseases and strategies to cope. • Learn that community service can create a feeling of self fulfillment, and create respect toward others. • Learn when and how to seek help when not feeling well. • Learn about HIV/AIDS and the effects on the immune system. • Learn the ways HIV is not transmitted. 	

Acknowledge the universal precautions needed to reduce the spread of blood borne pathogens
Evidence of Learning
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 4
Unit Title: Safety	
Unit Summary: Developing an awareness of potential hazards in the environment impacts personal health and safety	
Interdisciplinary connections:	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: Language Arts, Technology, Science	
CPI#	Cumulative Progress Indicator (CPI)
2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
Unit Essential Questions:	
<ul style="list-style-type: none"> • How can one avoid situations that are unsafe to self and others at home, school, and in the community? • What is first aid and how does it minimize injury and save lives? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Follow safety strategies to reduce the number of unsafe situations to self and others. • The quick care given to a person who is injured or ill is based upon the knowledge needed to minimize injury and save lives. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Identify ways to prevent unsafe situations at home, school, and in the community (e.g. fire safety, poison safety, accident prevention, swimming safety, home alone safety). • Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 4
Unit Title: Nutrition	
Unit Summary: Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits	
Interdisciplinary connections:	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
2.1.4.B.4	Interpret food product labels based on nutritional content.
Unit Essential Questions:	
<ul style="list-style-type: none"> • How can a person create a healthy meal based on nutritional content, value, calories, and cost? • What are the nutrients a person needs? • What are two important areas of a food label that can be used to interpret a product’s nutritional value? • How can food allergies affect the way you create a healthy meal? • What part of the food label does someone with a food allergy have to reference? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Different nutrients are needed each day to contribute to a person’s health. • A person can create a healthy meal by understanding the components of a food label and applying it to the daily servings. • Ingredients and Vitamins/Minerals are the two areas to focus on to interpret a product’s nutritional value. • Depending on the food allergy, a person would have to replace the food he/she is allergic to with an acceptable substitute. • The ingredients are the most important area of a food label a person with an allergy must reference. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Create a healthy meal based on nutritional content, value, calories, and cost. • Interpret food product labels based on nutritional content. • Understand that food allergies can affect the way a person prepares a healthy meal. • Understand that people with food allergies must read the ingredients of everything they eat. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 4
Unit Title: Human Relationships and Sexuality	
Unit Summary: Acquire knowledge about physical, emotional, and social aspects of human relationships and sexuality, and apply these concepts to support a healthy, active lifestyle. Acquire health-promotion concepts and skills to support a healthy, active lifestyle	
Interdisciplinary connections: Language Arts, Social Studies, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness, 2.4 Human Relationships and Sexuality	
CPI#	Cumulative Progress Indicator (CPI)
2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.
2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
Unit Essential Questions: <ul style="list-style-type: none"> • Why are healthy relationships fostered in some families and not in others? • What are the similarities and differences in families? • How does a person cope with rejection, loss, separation, and other difficult situations in a family? • What are the different forms of abuse? • What are healthy steps that a person could take to get help for abuse? • What are the basic puberty changes and ways to practice good hygiene? • What is the process by which all living things reproduce? • What should a mother do during pregnancy to have a healthy baby? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • All families are different due to diversity, culture, structure, traditions, etc. • Healthy family relationships require hard work, time, and patience. • Family changes can be challenging and there are positive ways to cope. • Mental, physical, emotional, and sexual are all potential types of abuse. • Talk to a trusted adult who can guide someone in the proper direction for help. • Differences, as well as similarities, occur during puberty for both males and females. • Hygienic practices are important during puberty. • Reproduction is a normal part of life involving the process of fertilization. • Healthy food, sleep, doctor check-ups, etc. are required for a healthy pregnancy. 	
Objectives: <i>Students will be able to:</i> <ul style="list-style-type: none"> • Learn the various types of relationships. • Define family. • Identify family relationships that are healthy and unhealthy. • Acknowledge the similarities and differences in families. • Learn ways to cope with negative occurrences in a family, such as rejection, loss, and separation. • Learn the different types of abuse. • Learn healthy steps for getting help for abuse. • Identify the basic puberty changes in males and females. • Learn the importance of good hygiene practices during puberty. 	

- Learn the processes of ovulation and menstruation (Girls).
- Learn the process through which all living things reproduce.
- Learn the definitions of embryo and fetus.

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 4
Unit Title: Drugs, Alcohol, and Tobacco	
Unit Summary: Students will acquire knowledge about alcohol, tobacco, other drugs, and medicine	
Interdisciplinary connections: Language Arts, Social Studies, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: Drugs and Medicine	
CPI#	Cumulative Progress Indicator (CPI)
2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.
2.3.4.C.1	Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
2.3.4.C.2	Differentiate between drug use, abuse, and misuse.
2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What are the consequences to the possession or use of illegal drugs/substances? • What are the short and long term effects of alcohol use and abuse? • What are the short and long term effects of inhaling certain substances? • What are the signs of a person abusing a drug? • What is the difference between drug use, abuse, and misuse? • What are the types of pressures children and teenagers face to use drugs that are harmful? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Gain knowledge of the consequences of the possession or use of illegal drugs/substances. • Gain knowledge of the short and long term effects of one’s social, mental, and physical health when using and abusing alcohol and inhalants. • Compare and contrast drug use, abuse, and misuse. • A person’s behavior changes, which causes a change in the person’s healthy lifestyle with the abuse of drugs. • Peer pressure, the home environment, and media are pressures that children and teenagers face to use drugs that are harmful. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Learn about the types of illegal drugs/substances. • Understand that there are consequences with the use of illegal drugs and substances. • Understand the short and long term physical effects of the use of alcohol and inhalants. • Understand the short and long term mental and social effects from the use of alcohol and inhalants. • Learn the definition of an alcoholic and alcoholism. • Learn the signs of drug abuse. • Understand the differences among drug use, abuse, and misuse. • Identify the types of pressures children and teenagers face to use drugs that are harmful. • Learn the ways to refuse drugs. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grades 5 and 6
Unit Title: Character Education	
Unit Summary: Students will develop effective communication and decision-making skills that support social, physical, and emotional health. Students will apply these skills to address situations that are challenging to their health	
Interdisciplinary connections: Language Arts, Technology	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards:	
CPI#	Cumulative Progress Indicator (CPI)
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
2.2.6.B.1	Use effective decision-making strategies.
2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Knowing, developing and using personal assets and protective factors helps support healthy social and emotional development. • Respect, tolerance and acceptance provide a foundation to prevent and resolve conflicts. • Stress management skills help an individual cope with various types of stressful situations. • Refusal, negotiation, and assertiveness skills are ways to effectively communicate with others in various settings. • Using effective decision making strategies will determine the attainment of one's health goals. • Core ethical values are influenced positively and negatively in situations such as sports, relationships, and social events. • Having good friendship characteristics enables a person to have healthy relationships. 	
Objectives:	
<i>The student will be able to:</i>	
5th grade	
<ul style="list-style-type: none"> • Understand that a protective factor is something that increases the chance that you will be a responsible individual • List examples of protective factors • List examples of a person's personal assets • Identify different conflict resolution skills 	

- Use I-messages to deal with others when upset
- Identify stress management skills
- Identify and understand verbal and nonverbal communication skills and how they impact the health of oneself and others
- Review and understand the use of refusal, negotiation, and assertiveness skills in challenging situations
- Recognize that outcomes will differ depending on the decision made.
- Identify situations that may challenge an individual's core ethical values such as dealing with peers with disabilities at school, home and community, peer relationships, technology, sports, clubs, social events, etc.
- Identify characteristics of a healthy friendship

6th grade

- Review and develop protective factors to support healthy social and emotional development
- Review types of personal assets that an individual may possess to support healthy social and emotional development
- Apply the conflict resolution skills to different scenarios in life such as gender issues, disability issues, socioeconomic background, cultural differences, etc.
- Apply stress management skills to age-appropriate stressful situations
- Demonstrate verbal and nonverbal communication skills
- Demonstrate the use of refusal, negotiation, and assertiveness skills in challenging situations
- Predict how outcomes of health-related decisions may differ if an alternative decision is made by one's self or others
- Brainstorm and predict outcomes of various situations that may challenge an individual's core ethical values.
- Discuss scenarios that may challenge an individual's core ethical values
- Develop ways to proactively include peers with disabilities at home, school, and in community activities
- Analyze the characteristics of friendships and determine if the characteristics are healthy or unhealthy
- Demonstrate successful resolutions of a problem(s) among friends

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Health 5-8	
Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 5
Unit Title: Wellness, Diseases and Health Conditions	
Unit Summary: Taking responsibility for one’s own health is an essential step toward developing and maintaining a healthy, active lifestyle	
Interdisciplinary connections: Language Arts, Technology, Science, Social Studies	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: :	
CPI#	Cumulative Progress Indicator (CPI)
2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
2.2.6.B.4	Apply personal health data and information to support achievement of one’s short- and long-term health goals.
2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
2.2.6.D.2	Develop a position about a health issue in order to inform peers.
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
Unit Essential Questions: <ul style="list-style-type: none"> • To what extent can we keep ourselves healthy and disease free? • What can people use to cope with change, crisis, rejection, loss and separation that affect individuals, families and communities? • How do health-related decisions and influences affect the ability to reach health goals? • How do you overcome consequences that can affect the ability to reach health goals? • How can you inspire others to address personal health issues? • What places one at risk for HIV/AIDS? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Health data can be used to assess and improve each dimension of personal wellness. • Personal health habits, environment and heredity influence one’s health and wellness. • Current and emerging diagnostic, prevention and treatment strategies can help people live healthier and longer than ever before. • Stress management skills (self esteem, resiliency, tolerance and coping skills) impact an individual’s ability to cope with different types of emotional and social situations. • Evaluating and accessing a decision helps to predict the outcome of a good health decision. • Applying personal health data and information, and implementing a plan supports achievement of one’s short- and long-term health goals. • Leadership and advocacy to promote personal and community wellness can impact the immediate community and society as a whole. • Contact with bodily fluids that contain HIV is dangerous to one’s health. 	
Objectives:	

Students will be able to:

- Distinguish between communicable and non-communicable diseases
- Identify and learn how to treat and prevent health conditions that are prevalent in adolescents
- Identify the major and contributing risk factors for cardiovascular disease.
- Distinguish between controllable and uncontrollable risk factors
- State the factors contributing to high blood pressure and cite methods to control it
- Describe the way the immune system works
- Understand how communicable diseases are spread
- Develop a position about a health issue in order to inform peers
- Describe the organisms that cause communicable diseases
- Understand how to protect themselves against communicable diseases
- Express emotions appropriately through communication skills
- Predict the consequences of emotions on health
- Describe human emotions and their effects on the body
- Explain how peer pressure affects the body
- Apply stress management skills when coping with loss, separation, rejection, crisis, and peer pressure
- Explain how parents, peers, and the media influence personal health and behaviors
- Explain how heredity and the environment can be factors that influence personal health choices and goals
- Describe how a person's attitude can affect the choices made concerning one's health
- Participate in social and health functions that promote a positive health impact
- Determine behaviors that place one at risk for HIV/AIDS
- Identify responsible actions that impact the health of oneself and others

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 5
Unit Title: Safety	
Unit Summary: Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
Unit Essential Questions:	
<ul style="list-style-type: none"> • How does the environment affect one's health and safety? • How can the Internet affect one's health and safety? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to one's safety. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Identify ways to stay safe in the environment (dressing properly for the weather, using sunscreen, etc.) • Identify ways to stay safe from animals and insects in the environment • Learn what skin cancer is and that it is preventable • Practice strategies to protect oneself when using the Internet • Know when to report an unsafe situation encountered while using the Internet 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 5
Unit Title: Nutrition	
Unit Summary: Understanding a balanced variety of nutritious foods maximizes an individual's health potential	
Interdisciplinary connections: Language Arts, Technology, Science, Math, Social Studies	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.6.B.1	Determine factors that influence food choices and eating patterns.
2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What influences a person's eating habits? • Why should you have healthful eating habits? • What determines a nutritionally balanced meal? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Media, environment, people, and guidelines influence a person's eating habits. • Healthy eating habits can help reduce the risk of disease. • Following dietary guidelines helps determine how to create a nutritionally balanced meal. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Develop healthy eating habits • Discuss why you need nutrients • Apply the My Pyramid when developing a healthy meal • Explain how to follow Dietary Guidelines • Describe ways in which healthful eating habits keep you healthy • Interpret and apply food label knowledge to create a nutritionally well-balanced meal • Describe ways to maintain a healthful weight • Create a healthy meal based on nutritional content, value, calories, and cost • Determine factors that influence food choices and eating patterns • Summarize the benefits and risks associated with nutritional choices, based on eating patterns 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 5
Unit Title: Human Relationships and Sexuality	
Unit Summary: Acquire knowledge about physical, emotional, and social aspects of all human relationships and sexuality, and apply these concepts to support a healthy and active lifestyle	
Interdisciplinary connections: Language Arts, Social Studies	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: Human Relationships and Sexuality	
CPI#	Cumulative Progress Indicator (CPI)
2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
2.4.6.A.1	Compare and contrast how families may change over time.
2.4.6.B.1	Compare growth patterns of males and females during adolescence.
Unit Essential Questions:	
<ul style="list-style-type: none"> • How do personal lifestyle habits, environment, and heredity influence growth and development? • What factors influence the purchase and use of healthcare products? • Why should people respect and accept individuals regardless of gender and sexual orientation? • How do families change over time? • What are the physical, emotional, and mental growth changes during adolescence? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Lifestyle habits, environment, and heredity influence growth and development. • Healthcare product purchase and use support healthy hygiene practices. • A person’s personal assets and protective factors help resolve incidences of misunderstandings and discrimination. • Many factors can change family dynamics. • Males and females have significant physical, emotional, and mental growth changes during adolescence. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Identify the environmental, hereditary, and lifestyle factors that can affect one’s growth and development (where one lives, economic status, genes, etc.) • Identify the healthcare products that can be purchased and used for personal hygiene practices (deodorant, shampoo/conditioner, soap, toothpaste, and feminine products) • Understand that there are differences in opinions of gender and sexual orientation, which individuals should respect. • Understand that there are changes in families affected by changes such as divorce, birth, adoption, foster child, divorce, death, military, college, and marriage. • Identify the physical, emotional, and mental growth changes that occur during adolescence (males will learn about males and females will learn about females). 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 5
Unit Title: Drugs, Alcohol, and Tobacco	
Unit Summary: Acquire knowledge about medicine, alcohol, and tobacco to support a healthy, active lifestyle	
Interdisciplinary connections: Language Arts, Science, Social Studies	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.3 Drugs and Medicine	
CPI#	Cumulative Progress Indicator (CPI)
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
2.3.6.B.2	Relate tobacco use and the incidence of disease.
2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Why is effective communication important when dealing with drug related situations? • What are some conflicts that influence a person's ability to make a healthy decision regarding drug and alcohol use? • What information can you find on over-the-counter and prescription medicine packaging/labels? • What are the diseases related to tobacco use? • How do current laws affect smokers and non-smokers? • Why is it important to understand that alcoholic beverages will affect people differently? • What are the effects of alcohol on decision-making skills? • Why do people choose to use alcohol, tobacco, and other drugs when they are aware of the resulting detrimental effects? 	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Using refusal, assertiveness, and negotiation skills helps resist harmful behaviors. • Many factors influence a person's ability to make decisions regarding drug and alcohol use. • Use and comparison of information found on over-the-counter and prescription medicine. • Recognize the many diseases directly and indirectly related to tobacco use. • Gain knowledge of the laws in effect for use and purchase of tobacco. • Many factors determine the effects of alcohol on one's body. • A person's judgment is impaired while under the influence of drugs and alcohol. • Research has clearly established that alcohol, tobacco, and other drugs have a variety of harmful effects on the human body. 	
<p>Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Compare the information found on over-the-counter and prescription medicine packaging and labeling. • Describe guidelines for using over-the-counter and prescription drugs. • State resistance skills that can be used if one is pressured to use drugs. • Demonstrate decision-making and resistance skills used when dealing with pressure to use drugs and alcohol. • Describe factors that affect blood alcohol concentration. • Discuss how relationships and decisions are affected by drinking alcohol. • Identify ways the mind and body are affected by drinking alcohol. 	

- Describe why/how tobacco ads are misleading.
- Understand short and long term effects of tobacco use on the user and non-user.
- Identify environments where second-hand smoke impacts the wellness of the nonsmoker.
- Identify environments where the nonsmoker is protected from second-hand smoke.

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grades 5 and 6
Unit Title: Character Education	
<ul style="list-style-type: none"> • Unit Summary: Students will develop effective communication and decision-making skills that support social, physical, and emotional health. • Students will apply these skills to address situations that are challenging to their health. 	
Interdisciplinary connections: Language Arts, Technology	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness, 2.2 Integrated Skills, 2.4 Human Relationships and Sexuality	
CPI#	Cumulative Progress Indicator (CPI)
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
2.2.6.B.1	Use effective decision-making strategies.
2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What are personal assets and protective factors that support healthy social and emotional development? • How do you use personal assets and protective factors to support a healthy lifestyle? • How do we prevent incidences of conflict, violence, harassment, discrimination and bullying that often occur in schools and the community? • How do you resolve incidences of social conflict? • Why is it important to learn and apply stress management skills to different stressful situations? • Why is effective communication a determining factor in the outcome of one's health and relationships with others? • How do consequences in the decision-making process affect the ability to reach healthy goals? • What are situations that challenge an individual's core ethical values? • What effect do core ethical values have when one is faced with a challenging situation? • What is a healthy friendship? • How do you successfully resolve a problem with a friend? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Knowing, developing and using personal assets and protective factors helps support healthy social and emotional development. 	

- Respect, tolerance and acceptance provide a foundation to prevent and resolve conflicts.
- Stress management skills help an individual cope with various types of stressful situations.
- Refusal, negotiation, and assertiveness skills are ways to effectively communicate with others in various settings.
- Using effective decision making strategies will determine the attainment of one's health goals.
- Core ethical values are influenced positively and negatively in situations such as sports, relationships, and social events.
- Having good friendship characteristics enables a person to have healthy relationships.

Objectives:

Students will be able to:

5th grade

- Understand that a protective factor is something that increases the chance that you will be a responsible individual
- List examples of protective factors
- List examples of a person's personal assets
- Identify different conflict resolution skills
- Use I-messages to deal with others when upset
- Identify stress management skills
- Identify and understand verbal and nonverbal communication skills and how they impact the health of oneself and others
- Review and understand the use of refusal, negotiation, and assertiveness skills in challenging situations
- Recognize that outcomes will differ depending on the decision made.
- Identify situations that may challenge an individual's core ethical values such as dealing with peers with disabilities at school, home and community, peer relationships, technology, sports, clubs, social events, etc.
- Identify characteristics of a healthy friendship

6th grade

- Review and develop protective factors to support healthy social and emotional development
- Review types of personal assets that an individual may possess to support healthy social and emotional development
- Apply the conflict resolution skills to different scenarios in life such as gender issues, disability issues, socioeconomic background, cultural differences, etc.
- Apply stress management skills to age-appropriate stressful situations
- Demonstrate verbal and nonverbal communication skills
- Demonstrate the use of refusal, negotiation, and assertiveness skills in challenging situations
- Predict how outcomes of health-related decisions may differ if an alternative decision is made by one's self or others
- Brainstorm and predict outcomes of various situations that may challenge an individual's core ethical values.
- Discuss scenarios that may challenge an individual's core ethical values
- Develop ways to proactively include peers with disabilities at home, school, and in community activities
- Analyze the characteristics of friendships and determine if the characteristics are healthy or unhealthy
- Demonstrate successful resolutions of a problem(s) among friends

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 6
Unit Title: Wellness, Diseases and Health Conditions	
<ul style="list-style-type: none"> • Unit Summary: All students will acquire health-promotion concepts and skills to support a healthy, active lifestyle • All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 	
Interdisciplinary connections:	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards:	
CPI#	Cumulative Progress Indicator (CPI)
2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
2.2.6.B.4	Apply personal health data and information to support achievement of one’s short- and long-term health goals.
2.2.6.E.1	Determine the validity and reliability of different types of health resources.
2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What factors influence the purchase of healthcare products? • What are the factors that influence personal hygiene practices? • What are the different types of mental illness? • What are the signs of someone who is suffering from a mental illness? • Where can someone with a mental illness get help and how can it be treated? • How can a person tell if different types of health resources are valid and reliable? • How can people use personal health data to support the achievement of their short and long term health goals? • What types of health issues warrant support from trusted adults or health professionals? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Factors such as media, peers, family, and education can influence the purchase of healthcare products and the use of personal hygiene practices. • Depression, anxiety, panic disorders, and phobias are different types of mental illnesses. • Mental illnesses can cause a change in a person’s behavior, values, beliefs, and thinking. • A trusted health professional can help and treat someone with a mental illness. • Health resources aren’t always valid or reliable. • Understanding all the aspects of one’s health will support the achievement of short and long term health goals. • Almost all health issues warrant support from trusted adults or health professionals. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Learn about factors that influence the purchase of healthcare products and the use of personal hygiene practices. • Identify common mental illnesses and ways to detect and treat them. • Compare and contrast the symptoms of common mental illnesses. • Learn that suicide is caused by severe depression. • Identify the validity and reliability of different types of health resources. • Learn how to apply personal health data to support achievement of one’s short and long term health goals. 	
Identify health issues that warrant support from trusted adults or health professionals	
Evidence of Learning	

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 6
Unit Title: Safety	
<ul style="list-style-type: none"> • Unit Summary: Developing an awareness of potential hazards in the environment impacts personal health and safety. 	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
2.1.6.D.4	Assess when to use basic first-aid procedures.
Unit Essential Questions: <ul style="list-style-type: none"> • What are causes of intentional and unintentional injuries in adolescents? • What strategies can be used to prevent intentional and unintentional injuries in adolescents? • What are the components of the traffic safety system? • How do people contribute to making the system effective? • When should the basic first-aid procedures be performed? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Intentional injuries are caused with intent and unintentional injuries occur accidentally. • Most strategies can be used to prevent intentional and unintentional injuries, but not all strategies can be used in specific situations. • Walking, motor vehicle, all-terrain vehicle, and bicycling safety are all components of the traffic safety system. • Each emergency has specific procedures to follow. 	
Objectives: <i>Students will be able to:</i> <ul style="list-style-type: none"> • Identify causes of intentional and unintentional injuries in adolescents. • Identify strategies that can be used to prevent intentional and unintentional injuries in adolescents. • Learn the components of the traffic safety system. • Learn how people contribute to making the traffic safety system effective. • Demonstrate and identify the basic first aid procedures and when they are performed. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 6
Unit Title: Nutrition	
Unit Summary: Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits	
Interdisciplinary connections: Language Arts, Technology, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness	
CPI#	Cumulative Progress Indicator (CPI)
2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What are the factors that influence eating patterns? • How can you create a daily balanced, nutritional meal plan based on nutritional content, values, calories, and cost? • How does comparing and contrasting nutritional information with similar food products help people make informed choices? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Media, peers, family, emotions, culture, and social situations all influence eating patterns. • Recognizing that the body has nutritional needs can help create a daily balanced meal plan. • Comparing and contrasting nutritional information of similar foods helps you understand which products are smarter health choices. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Learn factors that influence eating patterns. • Create a daily balanced nutritional meal plan. • Compare and contrast nutritional information on similar food products. • Understand how to use nutritional information to make informed choices. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 6
Unit Title: Human Relationships and Sexuality	
<ul style="list-style-type: none"> • Unit Summary: Acquire knowledge about physical, emotional, and social aspects of human relationships and sexuality, and apply these concepts to support a healthy, active lifestyle. Acquire health promotion concepts and skills to support a healthy, active lifestyle	
Interdisciplinary connections: Language Arts, Social Studies, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness, 2.4 Human Relationships and Sexuality	
CPI#	Cumulative Progress Indicator (CPI)
2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
2.4.6.A.3	Examine the types of relationships adolescents may experience.
2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
2.4.6.C.2	Identify the signs and symptoms of pregnancy.
2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
Unit Essential Questions: <ul style="list-style-type: none"> • What is a healthy dating relationship during adolescence? • What are the signs of abuse and where does a person go for help? • What are responsible actions that will impact the health of oneself and others? • What are the physical consequences of sexual contact? • What are the physical, social, and emotional impacts of early sexual behavior? • What are the stages of development before birth? • What are the types of relationships experienced by adolescents? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Healthy dating is a continuation of boundaries and guidelines established in the family. • Healthy dating is mutual companionship that promotes respect and honor. • Abuse comes in different forms and there is help available for each one. • Abstinence is the best choice for teenagers to protect sexual health. • HIV/AIDS, STIs, HPV, and unintended pregnancy are consequences of sexual contact. • Guilt, lack of self-respect, breaking of family rules, and damaged reputation are some of the negative results of early sexual behavior. • Sex cell, fertilization, zygote, embryo, and fetus are developmental stages before birth. • Positive relationships are vital for growing, maturing, and maximizing ones potential. 	
Objectives: <i>Students will be able to:</i> <ul style="list-style-type: none"> • Learn about the various types of relationships. • Identify family relationships that are healthy and unhealthy. • Define family. • Acknowledge the similarities and differences in families. 	

- Learn ways to cope with negative occurrences in a family, such as rejection, loss, and separation.
- Learn the different types of abuse.
- Learn healthy steps to getting help for abuse.
- Identify the basic puberty changes experienced by males and females.

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grade 6
Unit Title: Drugs, Alcohol, and Tobacco	
Unit Summary: Students will acquire knowledge about medicine, alcohol, tobacco, and other drugs	
Interdisciplinary connections: Language Arts, Social Studies, Science	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: Drugs and Medicine	
CPI#	Cumulative Progress Indicator (CPI)
2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
2.3.6.B.2	Relate tobacco use and the incidence of disease.
2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What are the short and long term effects of using and abusing over the counter drugs, prescription medicines, and herbal and medicinal supplements? • What are the different classifications of drugs? • What are the diseases related to tobacco use? • How do current laws affect smokers and non-smokers? • What are the consequences of the possession or use of alcohol as it relates to risky health behaviors, injuries, disease, and overall health? • What are the situations that will put you at risk while under the influence of alcohol and other drugs? • What are the signs and symptoms of a person abusing inhalants? • What is the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis? • What are the stages of substance abuse that lead to dependency/addiction? • What are the factors faced by adolescents to use drugs? • What are the strategies to refuse the use of drugs? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Gain knowledge about the short and long term effects of using and abusing over the counter drugs, prescription medicines, and herbal and medicinal supplements. • Recognize and understand that each medication has guidelines for proper use. • Recognize the different classifications of drugs and how they affect the body. • Recognize the many diseases directly and indirectly related to tobacco use. • Gain knowledge of the laws in affect for use and purchase of tobacco. 	

- Understand the consequences to the possession or use of alcohol as it relates to risky health behaviors, injuries, disease, and overall health.
- Recognize the situations that will put you at risk while under the influence of alcohol and other drugs.
- Recognize specific signs and symptoms of a person using inhalants.
- Understand the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
- Gain knowledge of the stages of substance abuse that lead to dependency/addiction.
- Recognize that self-esteem, peer pressure, and lack of confidence are a few factors that influence drug use.
- Develop and understand refusal skills toward drug use.

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grades 7 and 8
Unit Title: Sex Education	
Unit Summary: Students will learn about the process of acquiring information and forming attitudes and beliefs about sex, sexual identity, and relationships	
Interdisciplinary connections: Science (Anatomy), Language Arts	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.2 Integrated Skills; 2.4 Human Relationships and Sexuality	
CPI#	Cumulative Progress Indicator (CPI)
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.4.8.A.1	Predict how changes within a family can impact family members.
2.4.8.A.2	Explain how the family unit impacts character development.
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
Unit Essential Questions:	
<ul style="list-style-type: none"> • How do you distinguish between a healthy and an unhealthy relationship? • What changes occur to a female during puberty? • What changes occur to a male during puberty? • What is an example of peer pressure during adolescent years? • What is abstinence, and why is it the most effective type of birth control? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Understand how different relationships have an effect on you and your family • Understand puberty and when you go through it • Understand and describe strategies for using refusal skills while being peer pressured 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Identify different types of relationships • Describe the traits of good character and explain why good character is important to relationships • Identify ways to demonstrate good character • Name ways to strengthen relationships • Know what puberty is and when it will affect one's body 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grades 7 and 8
Unit Title: Drug Education	
Unit Summary: In this unit the students will learn the correct ways to make healthy decisions while taking prescription and over the counter medicines. They will also learn the importance of following the guidelines, and the possible effects if they are not followed. Students will understand what leads to drug use and abuse, and the consequences of both. NJ state fines and laws will be discussed so that students will understand the consequences of the act of deciding to use drugs. Specifically, tobacco and alcohol will be discussed in detail along with the specific rules and regulations relating to each. Concluding all of this, the students will be learning about addiction and dependency, and they will learn new methods of intervention to be used to help those who are affected by illegal/improper drug use.	
Interdisciplinary connections: Language Arts	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.	
CPI#	Cumulative Progress Indicator (CPI)
2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.
2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
2.3.8.B.8	Analyze health risks associated with injected drug use.
2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
Unit Essential Questions:	
<ul style="list-style-type: none"> • How do decisions I make now concerning drug use affect my future? • What will the information on a medicine box or prescription label tell you? • How can drug abuse and addiction be treated? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • Medicines come in a variety of forms, are used for numerous reasons, and should be taken as directed in order to be safe and effective. • There is a strong relationship between individuals who abuse drugs and increased health-risk behaviors. 	

- Substance abuse is caused by a variety of factors.
- The ability to treat drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.

Objectives:

Students will be able to:

- Be able to identify over the counter and prescription medicines, and explain the differences between the two.
- Be able to read and interpret prescription labels and directions on over the counter medicines.
- Be able to understand that drug use and abuse is a result of many factors.
- Be able to research current drug trends and learn how the state and federal government agencies are responding to them.
- Be able to research NJ state drug laws and penalties, and compare them to other states.
- Be able to identify the different ways to help treat drug dependency and addiction.

Evidence of Learning

Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses

Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing

Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grades 7 and 8
Unit Title: Nutrition	
Unit Summary: In this unit the students will learn the underlying information relating to nutrition and physical activity, and use it personally to help them stay healthy. They will understand the effects that society, culture, age, health status, and a variety of other factors have on their weight, eating habits and nutrition levels. They will examine the My Pyramid (food guide pyramid) and understand the information that it will give them personally and for the general population, and apply that information to understand how to lose, gain or maintain weight in a healthy manner. Students will also learn how to read a nutrition label and understand the information that is on it so they can ultimately make healthy food choices.	
Interdisciplinary connections: Language Arts, Mathematics	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
CPI#	Cumulative Progress Indicator (CPI)
2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
2.1.8.B.4	Analyze the nutritional values of new products and supplements.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What makes a food healthy? • What are the ABC's of good health? • How do you determine appropriate portion sizes? 	
Unit Enduring Understandings:	
<ul style="list-style-type: none"> • There are many short and long term health benefits and risks associated with nutritional choices. • Eating patterns are influenced by a variety of factors. • There are many healthy and unhealthy ways to lose, maintain or gain weight. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> • Be able to identify the impact of society on a person's eating habits. • Be able to identify the 6 major nutrients. • Be able to recall the importance of each nutrient group and what it does for the body. • Be able to understand the definition of a calorie and recognize how it applies to food products. • Be able to understand all areas of the "My Pyramid" and apply it to their daily meal plans. • Be able to identify strategies to maintain, gain, or lose weight. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Unit Overview	
Content Area: Comprehensive Health	Grade Level: Grades 7 and 8
Unit Title: Wellness	
Unit Summary: The purpose of this unit is to introduce the dimensions of wellness to the students; social, physical, intellectual, emotional and spiritual. By doing this, they will understand that to achieve overall health they need to excel in all five dimensions of wellness. The students will recognize that there are many factors that interfere with excelling in all five dimensions such as physical health problems, technology, stress, conflict, injury, etc. All of these areas and factors will be discussed. The objective is for students to comprehend that despite the daily factors that can interfere with their health, there are ways to overcome and deal with situations to achieve the greatest level of overall health that they can achieve.	
Interdisciplinary connections: Language Arts, Mathematics, Science (anatomy)	21st Century Themes: Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction and using available information to make appropriate health-related decisions.
Learning Targets	
Standards: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
CPI#	Cumulative Progress Indicator (CPI)
2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.8.C.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 well-being.
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.
2.1.8.D.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.
2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.

2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
2.2.8.D.1	Plan and implement volunteer activities to benefit a local, state, national, or world health initiative.
2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • What are the 5 dimensions of wellness and what impact do they have on one another? • What impact does self esteem have on a person's overall health? • What is bullying? • What are three different techniques for dealing with conflict or coping with problems? • What are three different techniques for dealing with stress? • What are different types of disabilities? • What are a few examples of safety techniques for the community? • What is first aid and when is it used? 	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Developing and maintaining wellness through ongoing evaluation of factors impacts health. • Prevention and control of diseases and health conditions are affected by many factors. • Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. • Applying first-aid procedures can minimize injury and save lives. • Mental and emotional development impacts all components of wellness. • Developing character and respecting and accepting individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. • Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment. 	
<p>Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Be able to define the dimensions of wellness and understand their impact on one another. • Be able to identify the impact of genetics, family history, personal health practices, and environment on their individual overall health. • Be able to relate advances in technology and marketing techniques to their impact on maintaining and improving overall health. • Be able to volunteer time for activities and community awareness initiatives to help control worldwide health concerns. • Be able to understand and comply with basic safety conditions and the reasons one should or should not follow them based on the consequences. • Be able to apply basic conflict resolution and stress management techniques to help deal with difficult situations. • Be able to analyze the development of character pertaining to individuals with disabilities in different cultures. • Be able to understand and demonstrate basic first aid procedures. 	
Evidence of Learning	
Summative Assessments: Teacher Observation, Student Participation/effort, Oral Responses	
Formative Assessments: Role-plays, Group Work, Individual Work, Partner Work, Discussions, Tests and Quizzes, Projects, Drawings, Q&A, Worksheets, Reflective Writing	
Teacher Resources: Power Point, Internet, Books, Newspaper, Discovery Education, Videos, DVD, Worksheets, Teacher Manuals	

Physical Education Curriculum

Pre K-8

Physical Education Pre K - 4	
Unit Overview	
Content Area: Physical Education	Grade Level: Pre-K
Unit Title: Movement Skills and Concepts/Fitness and Physical Activity	
Unit Summary:	
<ul style="list-style-type: none"> Developing competence and confidence with gross motor skills provides a foundation for participation in physical activities All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle 	
Interdisciplinary Connections: Math, Language Arts	21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life. Global Awareness- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
Learning Targets	
Standards: 2.5 Motor Skills, 2.6 Fitness	
CPI#	Cumulative Progress Indicator (CPI)
2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
2.6.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2.6.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
Unit Essential Questions:	
<ul style="list-style-type: none"> Why is personal and general space important? What are the different types of gross motor skills? Why are different objects easier to use than others? Why is it important to play and move your body each day? 	
Unit Enduring Understanding:	
<ul style="list-style-type: none"> Maintaining personal space keeps a safe environment. The different motor skills are skipping, hopping, running, walking, galloping, marching etc. The size and weight of an object influences coordination skills. Gross and fine motor skills can be used interchangeably during various activities and with different equipment. Fitness is important to stay healthy. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> Develop a variety of basic loco motor skills. Develop a variety of the basic non-loco motor movements. Kick, throw, catch, and strike objects under modified conditions. Perform movement concepts in different directions, levels, and pathways. Demonstrate the ability to stop. Demonstrate the ability to use equipment and move their bodies safely. 	
Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices	
Evidence of Learning	

Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics
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Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet
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Unit Overview	
Content Area: Physical Education	Grade Level: K-2
Unit Title: Movement Skills and Concepts/Fitness and Physical Activity	
Unit Summary:	
<ul style="list-style-type: none"> Developing competence and confidence in gross motor skills provides a foundation for participation in physical activity. All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle. 	
Interdisciplinary Connections: Math, Language Arts, Technology	<p>21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life.</p> <p>Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p>
Learning Targets	
Standards: 2.5 Motor Skills, 2.6 Fitness	
CPI#	Cumulative Progress Indicator (CPI)
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
2.5.2.A.4	Correct movement errors in response to feedback.
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
2.5.2.B.2	Explain the difference between offense and defense.
2.5.2.B.3	Determine how attitude impacts physical performance.
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal
Unit Essential Questions:	
<ul style="list-style-type: none"> How does effective and appropriate movement affect wellness? Why do I have to understand concepts of movement when I can already perform movement? To what extent does strategy influence performance in competitive games and activities? Why do I have to show good sportsmanship and follow the rules when others do not? How can I have fun during competition and sports performance? What is the recommended amount of exercise to stay physically fit? What can I do to keep fit outside of school? 	
Unit Enduring Understanding:	
<ul style="list-style-type: none"> Correctly performing movement skills improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will provide a foundation for transfer of all skills for a variety of activities. Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations. 	

- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment of sportsmanship, rules and safety guidelines.
- Developing and implementing a program of daily physical activity is necessary for health and wellness.
- Achieving and maintaining fitness requires adherence to the FIT Program (frequency, intensity, and time).

Objectives:

Students will be able to:

Kindergarten

- Demonstrate a variety of basic non-loco motor movements.
- Demonstrate a variety of the basic loco motor skills.
- Kick, throw, catch, and strike objects under simple conditions.
- Demonstrate use of movement concepts for directions, levels, pathways and effort while performing loco motor skills.
- Recognize that games have rules.
- Demonstrate the ability to work alone or in a small group without direct adult supervision.
- Demonstrate knowledge of flexibility by performing exercises that enhance proper flexibility in a variety of muscle groups.
- Sustain moderate to vigorous physical activity for short amounts of time.
- Identify the physiological signs of moderate physical activity.
- Recognize the appropriate sites on the body to efficiently monitor heart rate.
- Understand the relationship between physical activity and heart health.

1st Grade

- Demonstrate all of the loco motor skills.
- Demonstrate with consistency, manipulative skills performed alone.
- Demonstrate a variety of stationary manipulative skills.
- Demonstrate and extend the knowledge of the critical feature of basic loco motor, non-loco motor, and manipulative skills.
- Know how to align body and hands to catch a variety of objects.
- Demonstrate the ability to show the correct body alignment while striking an object with hand or short racquet.
- Use safe practices, rules and procedures.
- Demonstrate cooperation with a partner by successfully working together to complete an assigned task.
- Resolve conflicts in socially acceptable ways.
- Recognize the benefits that accompany cooperation and sharing.
- Use proven training principles to help understand two or three components of a health-related fitness, skill related fitness, and how to achieve fitness in each.
- Demonstrate the ability to understand the concept of pacing during cardiovascular endurance activities.
- Identify activities that promote muscular strength.
- Understand the importance of a warm-up and cool-down.

2nd Grade

- Perform movement skills with developmentally appropriate control, in isolated and applied settings.
- Distinguish between personal and general space, and move in space at different levels, directions, and pathways, and in response to changing rhythms.
- Change a movement skill or quality of the skill in response to a changing environment.
- Explain how changes in direction, pathways, levels, rhythm, tempo, beat, and musical style can alter movement.
- Define and use basic movement vocabulary to describe physical activity.
- Explain that practice and being healthy contribute to improved movement skill performance.
- Explain why good sportsmanship is important, and demonstrate positive behaviors during participation.
- Understand that mental attitude can influence physical performance.
- Explain that regular exercise enhances wellness and that too much or not enough exercise can be harmful.
- Explain that during exercise you breathe harder, sweat, and that the heart beats faster.
- Engage in class activities that develop all components of fitness.
- Develop a fitness goal using the components of fitness.

Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices

Evidence of Learning

Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Self-assessment, Partner-assessment, Skill Tests, Performance and Execution Rubrics

Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet
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Unit Overview	
Content Area: Physical Education	Grade Level: 3-4
Unit Title: Movement Skills and Concepts/Fitness and Physical Activity/Rhythm	
Unit Summary:	
<ul style="list-style-type: none"> • Developing competence and confidence in gross motor skills provides a foundation for participation in physical activity • All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle 	
Interdisciplinary Connections: Math, Language Arts, Technology	<p>21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life.</p> <p>Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p>
Learning Targets	
Standards: 2.5 Motor Skills, 2.6 Fitness	
CPI#	Cumulative Progress Indicator (CPI)
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
Unit Essential Questions:	
<ul style="list-style-type: none"> • Does proper form affect your performance? • Why is it important to learn/practice a skill in an isolated setting before using the skill in an applied setting? • Why are body management skills important in group activities? • How do rhythm and beat affect the way your body moves? • Why is it important to demonstrate appropriate behavior while playing or observing an activity? • What factors influence personal fitness? 	
Unit Enduring Understanding:	
<ul style="list-style-type: none"> • To be able to identify and correct improper movement forms to improve performance. • Controlled body management skills will provide for personal and group safety. • Implementation of a predictable progression of movement skills is necessary to successfully perform in a specific game situation. • Efficient movement is required for optimum health. • Fitness is influenced by heredity, training, diet, and technology. 	
Objectives:	
<i>Students will be able to:</i>	

3rd Grade

- Demonstrate a variety of manipulative skills.
- Demonstrate moving to a rhythm.
- Apply a learned skill to another movement setting.
- Perform various fitness components.
- Follow proper safety methods when performing physical activities.
- Discuss the physical, social, and emotional benefits of exercise.
- Recognize factors that influence personal fitness.

4th Grade

- Demonstrate all of the loco motor skills.
- Explain how a movement skill can be used in another setting.
- Discuss how practice, regular participation, and appropriate feedback help improve skills.
- Perform movement skills specific to various sports.
- Demonstrate rhythm, tempo, and beat in various movement skills.
- Engage in activities that develop all components of fitness.
- Follow proper safety methods when performing physical activities.
- Recognize that fitness is influenced by training and technology.

Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices

Evidence of Learning

Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics

Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet

Unit Overview	
Content Area: Physical Education	Grade Level: 3-4
Unit Title: Sports Skills, Strategy, Sportsmanship, Rules, and Safety	
Unit Summary:	
<ul style="list-style-type: none"> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. In order for all participants and spectators to experience the maximum benefit from games and sports everyone must demonstrate knowledge and commitment of sportsmanship, rules, and safety guidelines. 	
Interdisciplinary Connections: Math, Language Arts, Technology, Social Studies, Science	<p>21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life.</p> <p>Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p> <p>Civic Literacy</p>
Learning Targets	
Standards: 2.5 Motor Skills, 2.6 Fitness	
CPI#	Cumulative Progress Indicator (CPI)
2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
Unit Essential Questions:	
<ul style="list-style-type: none"> To what extent does strategy influence performance in competitive/cooperative games and activities? Why is sportsmanship important when participating and viewing sports and other activities? Why is it important to follow specific rules during sports activities? Why is it important to learn and practice sports skills before applying them to a particular sport? 	
Unit Enduring Understanding:	
<ul style="list-style-type: none"> Following specific rules during physical activity contributes to a safe, active experience. Sportsmanship has value to a person's integrity and good character. Offense, defense, and cooperative strategies are important parts of games, sports, and other activities. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> Demonstrate appropriate ways to motivate and to celebrate accomplishments. Apply a learned skill to a sport and game setting. Follow proper safety methods when performing specific sports, games, and certain cooperative activities. Discuss the physical, social, and emotional benefits of sport. Demonstrate the use of basic offensive and defensive strategies. Describe and demonstrate good sportsmanship and appropriate behavior, as both a player and an observer. Describe the characteristics of being a good team member. Demonstrate specific rules and procedures that promote a safe, active environment. 	
Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices	
Evidence of Learning	
Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics	

Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet

Physical Education 5 - 8	
Unit Overview	
Content Area: Physical Education	Grade Level: 5-6
Unit Title: Movement Skills and Concepts/Fitness and Physical Activity/Rhythm	
Unit Summary:	
<ul style="list-style-type: none"> Developing competence and confidence with gross motor skills provides a foundation for participation in physical activity All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle 	
Interdisciplinary Connections: Math, Language Arts, Technology	<p>21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life.</p> <p>Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p>
Learning Targets	
Standards: 2.5 Motor Skills, 2.6 Fitness	
CPI#	Cumulative Progress Indicator (CPI)
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
2.6.6.A.7	(Covered in health curriculum)
Unit Essential Questions:	
<ul style="list-style-type: none"> Does proper form affect performance? Why is it important to learn/practice a skill in an isolated setting before using the skill in an applied setting? Why are body management skills important in group activities? How do rhythm and beat affect the way your body moves? Why is it important to demonstrate appropriate behavior while playing or observing an activity? How can tempo, beat, rhythm, and music be used in group activities? How can force, time, space, and flow affect overall performance? 	

<ul style="list-style-type: none"> • How does fitness affect overall performance and health?
<p>Unit Enduring Understanding:</p> <ul style="list-style-type: none"> • Identifying and correcting improper movement forms can improve performance. • Controlled body management skills will provide for personal and group safety. • Predictable progression of movement skills is necessary to incorporate into a specific game situation. • Efficient movement and fitness are required for optimum health. • Effective use of tempo, beat, rhythm, force, time, space, and flow leads to successful orchestration of a group performance. • Effective use of a self assessment, fitness test, and fitness plan is beneficial for overall health.
<p>Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Demonstrate a variety of manipulative skills. • Demonstrate moving to a rhythm. • Apply a learned skill to another movement setting. • Follow proper safety methods when performing physical activities. • Discuss the physical, social, and emotional benefits of exercise. • Implement all of the loco motor skills into various activities and situations. • Discuss how practice, regular participation, and appropriate feedback help improve skills. • Perform movement skills specific to various sports. • Demonstrate rhythm, tempo, and beat in various movement skills. • Follow proper safety methods when performing physical activities. • Explain and apply the training principles, and frequency, intensity, time, and type (FITT) to improve personal fitness. • Develop and implement a fitness plan that includes all fitness components based on the assessment of one's personal fitness level.
<p>Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices</p>
<p style="text-align: center;">Evidence of Learning</p>
<p>Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics</p>
<p>Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet</p>

Unit Overview	
Content Area: Physical Education	Grade Level: 5-6
Unit Title: Sports Skills, Strategy, Sportsmanship, Rules, and Safety	
Unit Summary:	
<ul style="list-style-type: none"> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. In order for all participants and spectators to experience the maximum benefit from games and sports everyone must demonstrate knowledge and commitment of sportsmanship, rules, and safety guidelines. 	
Interdisciplinary Connections: Math, Language Arts, Technology, Social Studies, Science	<p>21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life.</p> <p>Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p> <p>Civic Literacy</p>
Learning Targets	
Standards: 2.5 Motor Skills, 2.6 Fitness	
CPI#	Cumulative Progress Indicator (CPI)
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
Unit Essential Questions:	
<ul style="list-style-type: none"> To what extent does strategy influence performance in competitive/cooperative games and activities? Why is it important to master and practice sports skills before applying them to an appropriate sport? Why is it important for all participants and spectators to demonstrate the knowledge and commitment of sportsmanship, rules, and safety guidelines? What strategies are used in different sports situations? <p>How do sports and game play change throughout different cultures?</p>	
Unit Enduring Understanding:	
<ul style="list-style-type: none"> Offense, defense, and cooperative strategies are important parts of games, sports, and other activities. Sportsmanship has value to a person's integrity and good character. Mastering and practicing specific sports skills leads to competency. Following specific rules during physical activity contributes to the maximum benefit of a safe, active environment. Different strategies impact the effectiveness of individual and team sports. Games and sports from different cultures have different rules and regulations associated with them. 	
Objectives:	
<i>Students will be able to</i>	
<ul style="list-style-type: none"> Demonstrate and recommend appropriate strategies to enhance sportsman-like and safe behavior. Apply a mastered skill in a sport and game setting. Follow and apply proper safety methods when participating in specific sports, games, and certain cooperative activities. Discuss the physical, social, and emotional benefits of participation in sports. Describe and demonstrate good sportsmanship and appropriate behavior as both a player and an observer. 	

- Demonstrate and identify specific rules and procedures for various sports.
- Compare, contrast, implement, and modify strategies used in individual/team sports and activities.
- Identify sports rules and regulations from different cultures.

Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices

Evidence of Learning

Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics

Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet

Unit Overview	
Content Area: Physical Education	Grade Level: 7-8
Unit Title: Basketball	
Unit Summary:	
<ul style="list-style-type: none"> This unit consists of skills used in basketball (dribbling, passing, shooting, offense, defense, rules, lay-ups, and game play). Instructions will be given in station work so that each area is covered, but the students still get a chance to experience the game of basketball. This unit will also provide for development of the individual in all aspects (social, emotional, psychological, and physical). 	
Interdisciplinary Connections: Math, Science	21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life. Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
Learning Targets	
Standards: 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
CPI#	Cumulative Progress Indicator (CPI)
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2.5.8.D.1	Explain why good sportsmanship is important and demonstrate positive behaviors during participation.
Unit Essential Questions:	
<ul style="list-style-type: none"> What is the proper technique for dribbling a basketball? What are 3 passes used in the game of basketball? What are 3 skills used in the game of basketball? What are the basic rules of basketball? 	
Unit Enduring Understanding:	
<ul style="list-style-type: none"> Developing beginning level skills and understanding of how to pass, shoot and dribble a basketball. Develop an understanding of the rules used in the game of basketball. 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> Be competent in basic basketball skills (dribbling, passing and shooting). Be able to apply basic skills learned (dribbling, passing and shooting) into modified game situations. Demonstrate their understanding of the rules of basketball in modified and full game situations. Demonstrate cooperative and inclusive skills while participating in physical activities 	
Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices	
Evidence of Learning	
Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics	
Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet	

Unit Overview	
Content Area: Physical Education	Grade Level: 7
Unit Title: Cooperative Games I	
Unit Summary: <ul style="list-style-type: none"> • Team Building • Communication • Trust • Shared Responsibility • Decision Making 	
Interdisciplinary Connections: Math, Language Arts	21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life. Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts Civic Literacy
Learning Targets	
Standards: 2.2 - Integrated Skills – All students will develop and use personal and interpersonal skills to support a healthy active lifestyle. 2.5 - Motor Skill Development – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
CPI#	Cumulative Progress Indicator (CPI)
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.8.A.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).
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • Why is teamwork important? • What are ways to communicate effectively? • Why are trust and shared responsibility important while working in a group activity? • How is the decision making process essential to achieving the task at hand?
<p>Unit Enduring Understanding:</p> <ul style="list-style-type: none"> • Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts. • Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment. • Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. • Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. • Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
<p>Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Work together as a group toward individual and group goals • Adhere to certain safety and group behaviors guidelines • Give and receive feedback, both positive and constructive • Work toward changing behavior when it is appropriate • Allow for open group discussions on activities • Work cooperatively to solve a challenge • Adapt to different roles assigned to them during the different challenges
<p>Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices</p>
<p style="text-align: center;">Evidence of Learning</p>
<p>Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics</p>
<p>Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet</p>

Unit Overview	
Content Area: Physical Education	Grade Level: 8
Unit Title: Cooperative Games II	
Unit Summary:	
<ul style="list-style-type: none"> • Team Building • Communication • Trust • Shared Responsibility • Decision Making 	
Interdisciplinary Connections: Mathematics, Language Arts	<p>21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life.</p> <p>Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p>
Learning Targets	
<p>Standards: 2.2 Integrated Skills – All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.</p> <p>2.5 Motor Skill Development – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p>	
CPI#	Cumulative Progress Indicator (CPI)
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.8.A.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).
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Unit Essential Questions:	
<ul style="list-style-type: none"> • What is constructive feedback? 	

<ul style="list-style-type: none"> • How do you measure the success of completing a task? • What skills can help a group achieve its goal? • Why is it important for everyone in the group to have input on a decision? <p>How does self-esteem play a role in group activities?</p>
<p>Unit Enduring Understanding:</p> <ul style="list-style-type: none"> • Effective communication is the basis for strengthening interpersonal interactions and relationships, and resolving conflicts. • Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment. • Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. • Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. • Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
<p>Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Work together as a group toward meeting individual and group goals • Adhere to certain safety and group behaviors guidelines • Give and receive feedback, both positive and constructive • Work toward changing behavior when it is appropriate • Allow for open group discussions on activities • Work cooperatively to solve a challenge • Adapt to different roles assigned to them during the different challenges
<p>Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices</p>
<p style="text-align: center;">Evidence of Learning</p>
<p>Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics, Adventure Ed. Rubrics</p>
<p>Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet</p>

Unit Overview	
Content Area: Physical Education	Grade Level: 7-8
Unit Title: Dance	
Unit Summary:	
<ul style="list-style-type: none"> The Dance unit has three purposes: physical (recreation, relaxation, exercise, tension release); cultural (dances of different cultures); and social (interaction between peers). Dance has many different styles and patterns. The unit will also provide for development of the individual in all aspects (social, emotional, psychological, and physical). 	
Interdisciplinary Connections: Social Studies	<p>21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life.</p> <p>Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p>
Learning Targets	
<p>Standards: 2.2 - Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy active lifestyle.</p> <p>2.5 - Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 - Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p>	
CPI#	Cumulative Progress Indicator (CPI)
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.8.A.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).
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.
Unit Essential Questions:	
<ul style="list-style-type: none"> What is the proper etiquette associated with dance? How do historical and geographical background influence dance? <p>What are the health benefits of dance?</p>	
Unit Enduring Understanding:	
<ul style="list-style-type: none"> Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture. Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. Movement activities provide a timeless opportunity to connect with people around the world. 	

<ul style="list-style-type: none"> • Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.
<p>Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Understand the proper behavior and etiquette associated with dance and its socialization and cultural aspects. • Know the individual, partner, and group skills involved in dances. • Understand the lifetime values of dance as a social and fitness activity. • Understand the historical and geographical background of dance. • Realize the importance of a positive attitude and use sports-like-conduct at all times.
<p>Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices</p>
<p style="text-align: center;">Evidence of Learning</p>
<p>Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics</p>
<p>Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet, Dance book (Montclair State University)</p>

Unit Overview	
Content Area: Physical Education	Grade Level: Grades 7 and 8
Unit Title: Fitness	
Unit Summary:	
<ul style="list-style-type: none"> The unit consists of skills used in resistance training and fitness (benefits, safety, terminology, basic training principles, training guidelines, and resistance training exercises). This is a specialized method of conditioning designed to increase muscle strength, muscle endurance, and cardiovascular fitness. Cardio Fun Fitness day (once a week), station work targeting health-related and skill-related fitness components such as: flexibility, muscular endurance, muscular strength, cardiovascular endurance, speed, agility, coordination, reaction time, and balance, This unit will provide for the development of the individual in all aspects (social, emotional, psychological and physical). 	
Interdisciplinary Connections: Mathematics	<p>21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life.</p> <p>Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p>
Learning Targets	
Standards: 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
CPI#	Cumulative Progress Indicator (CPI)
2.6.8.A.1	Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
2.6.8.A.2	Understand the intensity level needed to enhance cardiovascular fitness, determine their target heart rate, determine their perceived exertion and determine their recovery heart rate
2.6.8.A.3	Develop a fitness goal
2.6.8.A.4	Develop s fitness plan and use technology to implement the outcomes
Unit Essential Questions:	
<ul style="list-style-type: none"> What is heart rate? How do you take your heart rate? What is aerobic activity? What is an example of aerobic activity? What is anaerobic activity? What is an example of anaerobic activity? What is a circuit? 	
Unit Enduring Understanding:	
<ul style="list-style-type: none"> Understand heart rate and how to take it as well as the importance of keeping track of it Understand the importance of aerobic and anaerobic activity 	
Objectives:	
<i>Students will be able to:</i>	
<ul style="list-style-type: none"> Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness. Understand the intensity level needed to enhance cardiovascular fitness, determine their target heart rate, determine their perceived exertion, and determine their recovery heart rate Develop a fitness goal Develop a fitness plan and use technology to implement the outcomes 	
Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices (pedometers, sit and reach box, shuttle run blocks, heart rate recording sheets)	
Evidence of Learning	
Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness	

Testing, Skill Tests, Performance and Execution Rubrics

Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet

Unit Overview	
Content Area: Physical Education	Grade Level: Grades 7 and 8
Unit Title: Puff Polo/Floor Hockey	
Unit Summary:	
<ul style="list-style-type: none"> This unit is designed to introduce various skills for the game of puff polo (pre-floor hockey). Both offensive and defensive strategies will be discussed. Students will also learn several ways to use a floor hockey/Puff Polo stick. 	
Interdisciplinary Connections:	<p>21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life.</p> <p>Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p>
Learning Targets	
<p>Standards: 2.1 - Wellness – All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 - Integrated Skills – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.5 - Motor Skill Development – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p>	
CPI#	Cumulative Progress Indicator (CPI)
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.A.2	Demonstrate refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
2.2.8.B.1	Predict social situations that may require the use of decision making skills.
2.2.8.B.2	Justify when individual or collaborative decision making is appropriate.
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated (skill practice) into applied settings.
2.5.8.A.2	Apply the concepts of force and motion to impact performance.
2.5.8.A.4	Detect, analyze and correct errors and apply to refine movement skills.
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improving performance.
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that have contributed to the safety of specific individual, small group, and team activities.
2.5.8.C.3	Analyze the impact of different world cultures on present day games, sports, and dance.
Unit Essential Questions:	
<ul style="list-style-type: none"> How many players per team play on the court at one time? What are some penalties a player can get called for during the game? What are two different types of passes? What formation lineup is the most effective way to stop a team that has a high powered offense? By switching the point of attack, what advantage does the offensive team have? 	

<ul style="list-style-type: none"> • What are some ways that you can encourage and motivate your team through pro-social behavior?
<p>Unit Enduring Understanding:</p> <ul style="list-style-type: none"> • Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. • Developing and maintaining wellness requires ongoing evaluation of factors impacting health, and modifying lifestyle behaviors accordingly. • Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. • Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values. • Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. • Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. • Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
<p>Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Understand strategic techniques necessary for each skill. • Demonstrate the proper mechanics of each skill taught. • Follow the rules, regulations, and etiquette during game play. • Demonstrate sportsmanship through proper scoring and rotation. • Practice all safety procedures.
<p>Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices</p>
<p style="text-align: center;">Evidence of Learning</p>
<p>Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics</p>
<p>Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet</p>

Unit Overview	
Content Area: Physical Education	Grade Level: Grade 7-8
Unit Title: Soccer	
Unit Summary:	
<ul style="list-style-type: none"> • This unit is designed to introduce various skills for the game of soccer. Both offensive and defensive strategies will be discussed. • Students will also learn several different ways to trap, pass and shoot a soccer ball 	
Interdisciplinary Connections: Science, Mathematics, Social Studies	<p>21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life.</p> <p>Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p>
Learning Targets	
<p>Standards: 2.1 Wellness – All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</p> <p>2.2 Integrated Skills – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.5 Motor Skill Development – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p>	
CPI#	Cumulative Progress Indicator (CPI)
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.A.2	Demonstrate refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
2.2.8.B.1	Predict social situations that may require the use of decision making skills.
2.2.8.B.2	Justify when individual or collaborative decision making is appropriate.
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated (skill practice) into applied settings.
2.5.8.A.2	Apply the concepts of force and motion to impact performance.
2.5.8.A.4	Detect, analyze and correct errors and apply to refine movement skills.
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improving performance.
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that have contributed to the safety of specific individual, small group, and team activities.
2.5.8.C.3	Analyze the impact of different world cultures on present day games, sports, and dance.
Unit Essential Questions:	
<ul style="list-style-type: none"> • How many players are on the field at one time? • What parts of the foot do you use to pass the soccer ball? • What part of the foot do you shoot with? • What are some penalties that a player can receive during the game of soccer? 	

- What are the different positions a person can play?
 - What formation lineup is the most effective way to stop a team that has a high powered offense?
 - By switching fields, what advantage does the offensive team have?
- What are some ways that you can encourage and motivate your team through pro-social behavior?

Unit Enduring Understanding:

- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.
- Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.
- Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.

Objectives:

Students will be able to:

- Understand strategic techniques necessary for each skill.
- Understand the rules and regulations of this sport.
- Explain two important factors of receiving the ball.
- Name the important factor in accuracy of the pass.
- Explain why a free kick/throw in is granted.
- Differentiate between offense and defense.
- Juggle the soccer ball using as many body parts as possible.
- Receive and control ball 8 out of 10 times.
- Pass a ball using inside, outside of foot accurately to a partner.
- Demonstrate long and short passes to a partner.
- Dribble in and out of cones without knocking them over.
- Demonstrate the proper shooting technique.
- Shoot the soccer ball 3 out of 5 times on goal.
- Demonstrate a throw in.
- Realize the importance of a positive attitude and use sports-like-conduct at all times.

Equipment: Manipulative Objects, Balls, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices

Evidence of Learning

Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics

Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet

Unit Overview	
Content Area: Physical Education	Grade Level: Grade 7-8
Unit Title: Track and Field	
Unit Summary:	
<ul style="list-style-type: none"> This unit consists of events used in track and field (discus, shot-put, long jump, short & long distance sprints, relay races, middle distance runs, and long distance runs) in which the student will be prepared through warm-ups and conditioning exercises. Instructions will be given in the throwing events, starts, baton passes, rules, and strategies. 	
Interdisciplinary Connections: Math	<p>21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life.</p> <p>Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts</p>
Learning Targets	
<p>Standards: 2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</p> <p>2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p>	
CPI#	Cumulative Progress Indicator (CPI)
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
Unit Essential Questions:	
<ul style="list-style-type: none"> What is the correct way to run and pace yourself during all running events? What are the skills involved in throwing an object, in this case a discus and shot-put? How much force does it take to properly throw a discus or shot-put? What are the fouls that may present themselves during this sport? What is the proper etiquette during a track and field meet? What are the rules of track and field? What are safety issues that may arise while participating? What are the benefits to teamwork and sportsmanship in contrast to not developing good teamwork and sportsmanship? Can participating in track and field really enhance a person's character or integrity? What types of positive interactions or impacts result from participating in track and field? 	
Unit Enduring Understanding:	
<ul style="list-style-type: none"> Individual and/or group pressure to be successful in track and field can result in a positive or negative impact. Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort during all track and field skills testing as well final skills assessments. Individual and team execution in track and field is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. <p>Self-initiated behaviors, as a result of participating in track and field, promote personal and group success through</p>	

safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction
<p>Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Understand strategic techniques necessary for each event. • Understand the rules and regulations of this sport. • Identify the three types of sprinting starts and discuss the differences of each with a partner. • Discuss the skills needed for the throwing of the discus and shot put through teacher question and answer. • Discuss the three different types of jumps used in the high jump. • Perform the basic skills required by each event practiced. • Realize the value in participating in track events as they relate to lifetime fitness. • Realize the importance of a positive attitude and use sportsman-like-conduct at all times.
Equipment: Manipulative Objects, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices
Evidence of Learning
Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics
Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet

Unit Overview	
Content Area: Physical Education	Grade Level: Grade 7-8
Unit Title: Volleyball	
Unit Summary: <ul style="list-style-type: none"> This unit is designed to introduce various skills for the game of volleyball. Both offensive and defensive strategies will be discussed. Students will also learn the three hits of volleyball 	
Interdisciplinary Connections: Science, Mathematics, Social Studies	21st Century Themes: Health Literacy- Learning how to improve or maintain overall wellness leads to a healthy, happy life. Global Awareness-Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
Learning Targets	
Standards: 2.1 Wellness – All students will acquire health promotion concepts and skills to support a healthy, active lifestyle. 2.2 Integrated Skills – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle. 2.5 Motor Skill Development – All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
CPI#	Cumulative Progress Indicator (CPI)
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.A.2	Demonstrate refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
2.2.8.B.1	Predict social situations that may require the use of decision making skills.
2.2.8.B.2	Justify when individual or collaborative decision making is appropriate.
2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated (skill practice) into applied settings.
2.5.8.A.2	Apply the concepts of force and motion to impact performance.
2.5.8.A.4	Detect, analyze and correct errors and apply to refine movement skills.
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improving performance.
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that have contributed to the safety of specific individual, small group, and team activities.
2.5.8.C.3	Analyze the impact of different world cultures on present day games, sports, and dance.
Unit Essential Questions: <ul style="list-style-type: none"> How many Players are on the court at one time? What are the three types of hits on the volleyball? What part of the arm do you want to bump with? What are the different positions? In which direction do you rotate? When do you switch servers? What happens when there is a breakdown in communication with team members? What are some ways to motivate and encourage your teammates using pro-social behavior? 	

<ul style="list-style-type: none"> • To become a successful team, what needs to be done during the course of the season?
<p>Unit Enduring Understanding:</p> <ul style="list-style-type: none"> • Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices. • Developing and maintaining wellness requires ongoing evaluation of factors impacting health, and modifying lifestyle behaviors accordingly. • Every health-related decision has short- and long-term consequences and affects the ability to reach health goals. • Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values. • Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. • Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. • Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.
<p>Objectives: <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • Understand strategic techniques necessary for each skill. • Understand the rules and regulations of volleyball. • Explain two important factors of serving the ball. • Name the important factors for setting the ball. • Explain how points are scored. • Differentiate between the positions on the team. • Demonstrate the proper bump/forearm pass technique. • Demonstrate the proper underhand serve technique. • Realize the importance of a positive attitude and use sports-like-conduct at all times.
<p>Equipment: Manipulative Objects, Balls, Nets, Marking Equipment, Targets, Mats, Audio Equipment, Pinnies, Fitness Measuring Devices</p>
<p style="text-align: center;">Evidence of Learning</p>
<p>Summative/Formative Assessments: Teacher Observation, Student Participation/Effort, Oral Responses, Fitness Testing, Skill Tests, Performance and Execution Rubrics</p>
<p>Teacher Resources: Physical Education Textbooks, PE Central, Workshops, Collaboration, Magazines and Internet</p>

Health/Physical Education Resources:

Web:

<http://www.Discoveryeducation.com> United Streaming.

<http://www.cdc.gov>

<http://www.kidshealth.org>

<http://www.teenshealth.org>

<http://www.webmd.com>

<http://www.pecentral.org>

Text:

Teaching Sport Concepts and Skills - 2nd Edition: A Tactical Games Approach by Stephen Mitchell, Judith Oslin and Linda Griffin (Nov 22, 2005)

Teaching Children About Health: A Multidisciplinary Approach by Estelle Weinstein and Efrem Rosen (Jul 11, 2002)

Human Anatomy & Physiology (7th Edition) by Elaine N. Marieb and Katja Hoehn (Jan 14, 2006)

Positive images: Teaching abstinence, contraception, and sexual health by Peggy Brick

Scott Foresman Science, Grade 1-4 by Pearson Education (Dec 20, 2006)

Other:

Young Consumer's Program. Shoprite

2009 New Jersey Core Curriculum Content Standards - Comprehensive Health and Physical Education

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		A. Personal Growth and Development	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
		2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
2	Health-enhancing behaviors contribute to wellness.	2.1.2.A.1	Explain what being “well” means and identify self-care practices that support wellness.
		2.1.2.A.2	Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
4	The dimensions of wellness are interrelated and impact overall personal well-being.	2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
		2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual’s body systems.
6	Staying healthy is a lifelong process that includes all dimensions of wellness.	2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
		2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
		2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
8	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	2.1.8.A.1	Assess and apply health data to enhance each dimension of personal wellness.
		2.1.8.A.2	Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
		2.1.8.A.3	Relate advances in technology to maintaining and improving personal health.
		2.1.8.A.4	Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		B. Nutrition	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.	2.1.P.B.1	Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
		2.1.P.B.2	Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
2	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.2.B.1	Explain why some foods are healthier to eat than others.
		2.1.2.B.2	Explain how foods in the food pyramid differ in nutritional content and value.
		2.1.2.B.3	Summarize information about food found on product labels.
4	Choosing a balanced variety of nutritious foods contributes to wellness.	2.1.4.B.1	Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
		2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
		2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
		2.1.4.B.4	Interpret food product labels based on nutritional content.
6	Eating patterns are influenced by a variety of factors.	2.1.6.B.1	Determine factors that influence food choices and eating patterns.
		2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
		2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
		2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
8	Eating patterns are influenced by a variety of factors.	2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
		2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
		2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
		2.1.8.B.4	Analyze the nutritional values of new products and supplements.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		C. Diseases and Health Conditions	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing self-help skills and personal hygiene skills promotes healthy habits.	2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
2	Knowledge about diseases and disease prevention promotes health-enhancing behaviors.	2.1.2.C.1	Summarize symptoms of common diseases and health conditions.
		2.1.2.C.2	Summarize strategies to prevent the spread of common diseases and health conditions.
		2.1.2.C.3	Determine how personal feelings can affect one's wellness.
4	The use of disease prevention strategies in home, school, and community promotes personal health.	2.1.4.C.1	Explain how most diseases and health conditions are preventable.
		2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
		2.1.4.C.3	Explain how mental health impacts one's wellness.
6	The early detection and treatment of diseases and health conditions impact one's health.	2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
		2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
		2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
8	The prevention and control of diseases and health conditions are affected by many factors.	2.1.8.C.1	Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer.
		2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
		2.1.8.C.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 well-being.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		D. Safety	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.1.P.D.1	Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).
		2.1.P.D.2	Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
		2.1.P.D.3	Identify community helpers who assist in maintaining a safe environment.
		2.1.P.D.4	Know how to dial 911 for help.
2	Using personal safety strategies reduces the number of injuries to self and others.	2.1.2.D.1	Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		2.1.2.D.2	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
		2.1.2.D.3	Identify procedures associated with pedestrian, bicycle, and traffic safety.
4	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
		2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
		2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
	Applying first-aid procedures can minimize injury and save lives.	2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
6	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.	2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
		2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
		2.1.6.D.3	Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
	Applying first-aid procedures can minimize injury and save lives.	2.1.6.D.4	Assess when to use basic first-aid procedures.
8	Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.	2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
		2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.

		2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.
	Applying first-aid procedures can minimize injury and save lives.	2.1.8.D.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.

Content Area		Comprehensive Health and Physical Education	
Standard		2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
Strand		E. Social and Emotional Health	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Many factors at home, school, and in the community impact social and emotional health.	2.1.2.E.1	Identify basic social and emotional needs of all people.
		2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
		2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
4	Many factors at home, school, and in the community impact social and emotional health.	2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
		2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.4.E.3	Determine ways to cope with rejection, loss, and separation.
		2.1.4.E.4	Summarize the causes of stress and explain ways to deal with stressful situations.
6	Social and emotional development impacts all components of wellness.	2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
	Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
8	Social and emotional development impacts all components of wellness.	2.1.8.E.1	Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for	2.1.8.E.2	Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.

the prevention and resolution of conflict.		
Stress management skills impact an individual's ability to cope with different types of emotional situations.	2.1.8.E.3	Explain how culture influences the ways families and groups cope with crisis and change.
	2.1.8.E.4	Compare and contrast stress management strategies that are used to address various types of stress-induced situations.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		A. Interpersonal Communication	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.2.A.1	Express needs, wants, and feelings in health- and safety-related situations.
4	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.4.A.1	Demonstrate effective interpersonal communication in health- and safety-related situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
6	Effective communication may be a determining factor in the outcome of health- and safety-related situations.	2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
8	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.	2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		B. Decision-Making and Goal Setting	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Effective decision-making skills foster healthier lifestyle choices.	2.2.2.B.1	Explain what a decision is and why it is advantageous to think before acting.
		2.2.2.B.2	Relate decision-making by self and others to one's health.
		2.2.2.B.3	Determine ways parents, peers, technology, culture, and the media influence health decisions.
		2.2.2.B.4	Select a personal health goal and explain why setting a goal is important.
4	Many health-related situations require the application of a thoughtful decision-making process.	2.2.4.B.1	Use the decision-making process when addressing health-related issues.
		2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
		2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
		2.2.4.B.4	Develop a personal health goal and track progress.
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.6.B.1	Use effective decision-making strategies.
		2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
		2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
		2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
8	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
		2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
		2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		C. Character Development	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Character traits are often evident in behaviors exhibited by individuals when interacting with others.	2.2.2.C.1	Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
		2.2.2.C.2	Identify types of disabilities and demonstrate appropriate

			behavior when interacting with people with disabilities.
4	Personal core ethical values impact the health of oneself and others.	2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
		2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
6	Personal core ethical values impact the behavior of oneself and others.	2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
	Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	2.2.6.C.2	Predict situations that may challenge an individual's core ethical values.
		2.2.6.C.3	Develop ways to proactively include peers with disabilities at home, at school, and in community activities.
8	Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.	2.2.8.C.1	Analyze strategies to enhance character development in individual, group, and team activities.
		2.2.8.C.2	Analyze to what extent various cultures have responded effectively to individuals with disabilities.
	Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.	2.2.8.C.3	Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.

Content Area			
Comprehensive Health and Physical Education			
Standard			
2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.			
Strand			
D. Advocacy and Service			
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Service projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
4	Service projects provide an opportunity to have a positive impact on the lives of self and others.	2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
6	Participation in social and health- or service-organization initiatives have a positive social impact.	2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
		2.2.6.D.2	Develop a position about a health issue in order to inform peers.
8	Effective advocacy for a health	2.2.8.D.1	Plan and implement volunteer activities to benefit a

	or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.		local, state, national, or world health initiative.
		2.2.8.D.2	Defend a position on a health or social issue to activate community awareness and responsiveness.

Content Area		Comprehensive Health and Physical Education	
Standard		2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.	
Strand		E. Health Services and Information	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing an awareness of potential hazards in the environment impacts personal health and safety.	2.2.P.E.1	Identify community helpers who assist in maintaining a safe environment.
2	Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.	2.2.2.E.1	Determine where to access home, school, and community health professionals.
4	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.4.E.1	Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.
		2.2.4.E.2	Explain when and how to seek help when experiencing a health problem.
6	Health literacy includes the ability to compare and evaluate health resources.	2.2.6.E.1	Determine the validity and reliability of different types of health resources.
	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
8	Potential solutions to health issues are dependent on health literacy and available resources.	2.2.8.E.1	Evaluate various health products, services, and resources from different sources, including the Internet.
	Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.	2.2.8.E.2	Compare and contrast situations that require support from trusted adults or health professionals.

Content Area		Comprehensive Health and Physical Education	
Standard		2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.	
Strand		A. Medicines	
By the	Content Statement	CPI#	Cumulative Progress Indicator (CPI)

end of grade			
2	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.2.A.1	Explain what medicines are and when some types of medicines are used.
		2.3.2.A.2	Explain why medicines should be administered as directed.
4	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.4.A.1	Distinguish between over-the-counter and prescription medicines.
		2.3.4.A.2	Determine possible side effects of common types of medicines.
6	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.6.A.1	Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements.
		2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
8	Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.	2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
		2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse.

Content Area			
Comprehensive Health and Physical Education			
Standard			
2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.			
Strand			
B. Alcohol, Tobacco, and Other Drugs			
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Use of drugs in unsafe ways is dangerous and harmful.	2.3.2.B.1	Identify ways that drugs can be abused.
		2.3.2.B.2	Explain effects of tobacco use on personal hygiene, health, and safety.
		2.3.2.B.3	Explain why tobacco smoke is harmful to nonsmokers.
		2.3.2.B.4	Identify products that contain alcohol.
		2.3.2.B.5	List substances that should never be inhaled and explain why.
4	Use of drugs in unsafe ways is dangerous and harmful.	2.3.4.B.1	Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
		2.3.4.B.2	Compare the short- and long-term physical effects of all types of tobacco use.
		2.3.4.B.3	Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.

		2.3.4.B.4	Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
		2.3.4.B.5	Identify the short- and long- term physical effects of inhaling certain substances.
6	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
		2.3.6.B.2	Relate tobacco use and the incidence of disease.
		2.3.6.B.3	Compare the effect of laws, policies, and procedures on smokers and nonsmokers.
		2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.
		2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
		2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
		2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
8	There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.	2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
		2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
		2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
		2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
		2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
		2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
		2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
		2.3.8.B.8	Analyze health risks associated with injected drug use.

Content Area	Comprehensive Health and Physical Education		
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	C. Dependency/Addiction and Treatment		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Substance abuse is caused by a variety of factors.	2.3.2.C.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.2.C.2	Explain that people who abuse alcohol, tobacco, and other drugs can get help.
4	Substance abuse is caused by a	2.3.4.C.1	Identify signs that a person might have an alcohol,

	variety of factors.		tobacco, and/or drug use problem.
		2.3.4.C.2	Differentiate between drug use, abuse, and misuse.
		2.3.4.C.3	Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
6	Substance abuse is caused by a variety of factors.	2.3.6.C.1	Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
		2.3.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
		2.3.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.	2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
8	Substance abuse is caused by a variety of factors.	2.3.8.C.1	Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life.
	The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.	2.3.8.C.2	Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.

Content Area		Comprehensive Health and Physical Education	
Standard		2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
Strand		A. Relationships	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	The family unit encompasses the diversity of family forms in contemporary society.	2.4.2.A.1	Compare and contrast different kinds of families locally and globally.
		2.4.2.A.2	Distinguish the roles and responsibilities of different family members.
		2.4.2.A.3	Determine the factors that contribute to healthy relationships.
4	The family unit encompasses the diversity of family forms in contemporary society.	2.4.4.A.1	Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
		2.4.4.A.2	Explain why healthy relationships are fostered in some families and not in others.
6	Healthy relationships require a mutual commitment.	2.4.6.A.1	Compare and contrast how families may change over time.
		2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.

		2.4.6.A.3	Examine the types of relationships adolescents may experience.
		2.4.6.A.4	Demonstrate successful resolution of a problem(s) among friends and in other relationships.
		2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
8	The values acquired from family, culture, personal experiences, and friends impact all types of relationships.	2.4.8.A.1	Predict how changes within a family can impact family members.
		2.4.8.A.2	Explain how the family unit impacts character development.
		2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
		2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
		2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
		2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.

Content Area		Comprehensive Health and Physical Education	
Standard		2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
Strand		B. Sexuality	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Gender-specific similarities and differences exist between males and females.	2.4.2.B.1	Compare and contrast the physical differences and similarities of the genders.
4	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.	2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
6	Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.	2.4.6.B.1	Compare growth patterns of males and females during adolescence.
	Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
		2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
		2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
8	Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.	2.4.8.B.1	Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty.

Responsible actions regarding sexual behavior impact the health of oneself and others.	2.4.8.B.2	Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active.
	2.4.8.B.3	Compare and contrast methods of contraception used by adolescents and factors that may influence their use.
	2.4.8.B.4	Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy.
Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.	2.4.8.B.5	Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping.
Early detection strategies assist in the prevention and treatment of illness or disease.	2.4.8.B.6	Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine.

Content Area		Comprehensive Health and Physical Education	
Standard		2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.	
Strand		C. Pregnancy and Parenting	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	The health of the birth mother impacts the development of the fetus.	2.4.2.C.1	Explain the factors that contribute to a mother having a healthy baby.
4	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.4.C.1	Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
	The health of the birth mother impacts the development of the fetus.	2.4.4.C.2	Relate the health of the birth mother to the development of a healthy fetus.
6	Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.	2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
		2.4.6.C.2	Identify the signs and symptoms of pregnancy.
		2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
	Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.	2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
8	Pregnancy, childbirth, and parenthood are significant events	2.4.8.C.1	Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.

that cause numerous changes in one's life and the lives of others.	2.4.8.C.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.
	2.4.8.C.3	Determine effective strategies and resources to assist with parenting.
	2.4.8.C.4	Predict short- and long-term impacts of teen pregnancy.
	2.4.8.C.5	Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.

Content Area		Comprehensive Health and Physical Education	
Standard		2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand		A. Movement Skills and Concepts	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
		2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).
2	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
		2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
		2.5.2.A.4	Correct movement errors in response to feedback.
4	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
		2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	Ongoing feedback impacts improvement and effectiveness of movement actions.	2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.

6	Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities.	2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
		2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
	Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.	2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
8	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.	2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).
		2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.
		2.5.8.A.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).
		2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills.

Content Area		Comprehensive Health and Physical Education	
Standard		2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
Strand		B. Strategy	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Teamwork consists of effective communication and other interactions between team members.	2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
		2.5.2.B.2	Explain the difference between offense and defense.
		2.5.2.B.3	Determine how attitude impacts physical performance.
		2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.
4	Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.	2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).
		2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.

6	There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations.	2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
		2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
8	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.	2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.
		2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.
		2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.

Content Area	Comprehensive Health and Physical Education		
Standard	2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.		
Strand	C. Sportsmanship, Rules, and Safety		
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
2	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.
		2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.
4	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
		2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
6	Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event.	2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
		2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
	There is a strong cultural, ethnic, and historical background associated with competitive sports and dance.	2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
8	Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.	2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.
		2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.
	Movement activities provide a timeless opportunity to connect with people around the world.	2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.

Content Area		Comprehensive Health and Physical Education	
Standard		2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	
Strand		A. Fitness and Physical Activity	
By the end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.	2.6.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
		2.6.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).
2	Appropriate types and amounts of physical activity enhance personal health.	2.6.2.A.1	Explain the role of regular physical activity in relation to personal health.
		2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
		2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.
4	Each component of fitness contributes to personal health as well as motor skill performance.	2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
		2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
		2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.
		2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
6	Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.	2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
		2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
		2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
		2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
		2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.
		2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
		2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.
8	Knowing and applying a variety of effective training principles	2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.

over time enhances personal fitness level, performance, and health status.	2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.
	2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.
	2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.
	2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.
	2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.

DIFFERENT KINDS OF FAMILIES

Different kinds of families refers to the many family structures represented in classrooms and in society today, including, but not limited to: A traditional two-parent (i.e., mother and father) families, blended families, single-parent families, multi-racial families, multi-generational families, and same-sex-parent families.

ESSENTIAL ELEMENTS OF MOVEMENT SKILLS

Essential elements of movement means the knowledge and demonstration of mechanically correct technique when executing a movement skill.

FITT

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program.

The FITT acronym represents:

1. Frequency - How often a person exercises
2. Intensity - How hard a person exercises
3. Time - How long a person exercises
4. Type - What type of activity a person does when exercising

HEALTH-RELATED FITNESS

Health-related fitness incorporates the five major components of fitness related to improved health:

1. *Cardio-respiratory endurance* is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. *Muscular strength* is the maximum amount of force a muscle or muscle group can exert.
3. *Muscular endurance* is the length of time a muscle or muscle group can exert force prior to fatigue.
4. *Flexibility* refers to the range of motion in the joints.
5. *Body composition* shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.

HPV

Human papillomavirus (HPV) is a common virus that infects the skin and mucous membranes. There are about 100 types of HPV, and approximately 30 of those are spread through genital contact (typically sexual intercourse). Around 12 types - called "low-risk" types of HPV - can cause genital warts. In addition, there are approximately 15 "high-risk" types of HPV that can cause cervical cancer. Infection with the common types of "genital" HPV can be prevented with the HPV vaccine. However, vaccination is only fully effective if administered before a girl or young woman has been exposed to those types of HPV through sexual contact. In addition, the vaccine does not protect against all types of HPV that can cause cervical cancer.

INTENTIONAL AND UNINTENTIONAL INJURIES

Intentional injuries are injuries arising from purposeful action (e.g., violence and suicide).

Unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

MOVEMENT SKILLS

Movement skills encompass locomotor, nonlocomotor, and manipulative movement:

1. *Locomotor movement* occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, jumping, sliding, running).
2. *Nonlocomotor movement* occurs when an individual moves in self-space without appreciable

movement from place to place (e.g., twisting, bending, stretching, curling).

3. *Manipulative movement* occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling).

PERSONAL ASSETS

Personal assets refer to individual strengths and weaknesses regarding personal growth.

PROTECTIVE FACTORS

Protective factors refer to the skills, strengths, and resources that help individuals deal more effectively with stressful situations.

RESILIENCY

Resiliency is the ability to overcome the negative effects of risk exposure.

SERVICE PROJECTS

Service projects are initiatives that represent relevant social and civic needs.

SKILL-RELATED FITNESS

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. *Agility* is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. *Balance* is the ability to maintain equilibrium while stationary or moving.
3. *Coordination* is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. *Power* is the amount of force a muscle can exert over time.
5. *Reaction time* is the ability to respond quickly to stimuli.
6. *Speed* is the amount of time it takes the body to perform specific tasks while moving.

STIS

Sexually transmitted infection (STI), also known as sexually transmitted disease (STD), is an illness that has a significant probability of transmission between humans or animals by means of sexual contact, including vaginal intercourse, oral sex, and anal sex.

TRAFFIC SAFETY SYSTEM

Traffic safety system refers to the concept of traffic (moving people safely and efficiently), the specific components of the traffic safety system (e.g., laws, safety, signs, travel modes, routes, and responsibilities), and the people who are part of the traffic safety system (e.g., walkers, bicyclists, police, and automobile, bus, and train operators).

