

# Kenilworth Public Schools

## Curriculum Guide

Content Area: Health

Grade: K-6

BOE Approved: 10/14/2014

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Submitted by: Melissa Geoghan

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# Health Education- Grades K-1 Scope and Sequence

Unit 1- Social, Emotional, and Mental Health	Unit 2- Personal Growth And Development	Unit 3- Safety, First Aid, And Prevention	Unit 4- Fitness, Movement Skills And Concepts	Unit 5- Nutrition And Health	Unit 6- Disease Prevention And Control
Weeks 1-6	Weeks 7-11	Weeks 12-20	Weeks 21-25	Weeks 26-31	Weeks 32-38
<p><i>Unit Description:</i> Students will demonstrate the ability to use mental health knowledge skills, and strategies to enhance one's self concept and one's relationship with others.</p>	<p><i>Unit Description:</i> Students will acquire health promotion concepts and skills to support a healthy and active lifestyle.</p>	<p><i>Unit Description:</i> Students will demonstrate the awareness of potential hazards in the environment and its impact on personal health and safety.</p>	<p><i>Unit Description:</i> Students will demonstrate the knowledge, skills, and strategies to promote a healthy lifestyle.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to use nutrition knowledge, skills, and strategies to promote a healthy lifestyle.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce and manage disease.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Identify basic social and emotional needs of all people.</li> <li>• Determine possible causes of conflict between people and appropriate ways to prevent and</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Develop and refine fine motor skills (e.g., completes gradually more</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).</li> <li>• Develop</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</li> <li>• Summarize</li> </ul>

<p>resolve them.</p> <ul style="list-style-type: none"> <li>• Explain healthy ways of coping with common stressful situations experienced by children.</li> <li>• Express needs, wants, and feelings in health- and safety-related situations.</li> <li>• Explain what a decision is and why it is advantageous to think before acting.</li> <li>• Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</li> <li>• Explain the importance of a proactive bullying prevention program.</li> <li>• Infusion of African</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).</li> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Identify basic social and emotional needs of all people.</li> <li>• Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</li> <li>• Explain healthy ways of coping with common stressful situations experienced by children.</li> <li>• Explain the</li> </ul>	<p>why car seats and seat belts are used).</p> <ul style="list-style-type: none"> <li>• Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</li> <li>• Identify community helpers who assist in maintaining a safe environment.</li> <li>• Know how to dial 911 for help.</li> <li>• Identify community helpers who assist in maintaining a safe environment.</li> <li>• Identify accident and fire prevention instruction in case of an</li> </ul>	<p>complex puzzles, uses smaller-sized manipulatives during play, and uses a variety of writing instruments in a conventional manner).</p> <ul style="list-style-type: none"> <li>• Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</li> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• 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).</li> </ul>	<p>awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).</p> <ul style="list-style-type: none"> <li>• Explain why some foods are healthier to eat than others.</li> <li>• Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</li> <li>• Develop an awareness of the effects of drugs, alcohol, and tobacco.</li> </ul>	<p>symptoms of common diseases and health conditions.</p> <ul style="list-style-type: none"> <li>• Summarize strategies to prevent the spread of common diseases and health conditions.</li> <li>• Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</li> <li>• Identify community helpers who assist in maintaining a safe environment.</li> <li>• Know how to dial 911 for help.</li> <li>• Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</li> <li>• Cancer awareness</li> </ul>
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American accomplishments in America.	importance of understanding diversity and inclusion in the classroom.	accident.	<ul style="list-style-type: none"><li>• Understand that all students must participate in at least two and one-half hours of health, safety, and physical education.</li></ul>		and Lyme disease prevention within society.
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# Health Education- Grade 2 Scope and Sequence

Unit 1- Social , Emotional, and Mental Health	Unit 2- Personal Growth And Development	Unit 3- Safety, First Aid, And Prevention	Unit 4- Fitness And Nutrition	Unit 5- Human Relationships	Unit 6- Disease Prevention And Control
Weeks 1-6	Weeks 7-11	Weeks 12-20	Weeks 21-25	Weeks 26-31	Weeks 32-38
<p><i>Unit Description:</i> Students will demonstrate the ability to use mental health knowledge skills, and strategies to enhance one’s self concept and one’s relationship with others.</p>	<p><i>Unit Description:</i> Students will acquire health promotion concepts and skills to support a healthy and active lifestyle.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to use fitness knowledge, skills, and strategies to promote a healthy lifestyle.</p>	<p><i>Unit Description:</i> Students will acquire knowledge about the physical, emotional, and social aspects of human relationships and apply concepts to support a healthy lifestyle.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce and manage disease.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Compare and contrast how individuals and families attempt to</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> <li>• Explain why some foods are healthier</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast different kinds of families locally and globally.</li> <li>• Distinguish the roles and responsibilities of different family</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Relate decision-making by self and others to one’s health.</li> <li>• Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food</li> </ul>

<p>address basic human needs.</p> <ul style="list-style-type: none"> <li>• Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</li> <li>• Determine ways to cope with rejection, loss, and separation.</li> <li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li> <li>• Demonstrate effective interpersonal communication in health- and safety-related situations.</li> <li>• Demonstrate effective interpersonal</li> </ul>	<p>the weather).</p> <ul style="list-style-type: none"> <li>• Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).</li> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> <li>• Explain healthy ways of coping with common stressful situations experienced by children.</li> <li>• Explain what a decision is and why it is advantageous to</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches</li> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches</li> <li>• Identify procedures associated with pedestrian, bicycle, and traffic safety</li> <li>• Explain what a decision is and why it is advantageous to</li> </ul>	<p>to eat than others.</p> <ul style="list-style-type: none"> <li>• Explain how foods on MyPlate differ in nutritional content and value.</li> <li>• Summarize information about food found on product labels.</li> <li>• Relate decision-making by self and others to one’s health.</li> <li>• 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).</li> <li>• Demonstrate changes in time, force, and flow while moving in personal and</li> </ul>	<p>members.</p> <ul style="list-style-type: none"> <li>• Determine the factors that contribute to healthy relationships.</li> <li>• Compare and contrast the physical differences and similarities of the genders.</li> <li>• Explain the factors that contribute to a mother having a healthy baby.</li> <li>• Identify basic social and emotional needs of all people.</li> <li>• Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</li> <li>• Explain healthy ways of coping with common stressful situations experienced by</li> </ul>	<p>hygienically, brush teeth, and dress appropriately for the weather).</p> <ul style="list-style-type: none"> <li>• Summarize symptoms of common diseases and health conditions.</li> <li>• Summarize strategies to prevent the spread of common diseases and health conditions.</li> <li>• Determine how personal feelings can affect one’s wellness.</li> <li>• Explain why some foods are healthier to eat than others.</li> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Cancer awareness and Lyme disease prevention within society.</li> </ul>
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<p>communication when responding to disagreements or conflicts with others.</p> <ul style="list-style-type: none"> <li>• Explain when and how to seek help when experiencing a health problem.</li> <li>• Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</li> <li>• Differentiate the physical, social, and emotional changes occurring.</li> <li>• Infusion of African American accomplishments in America.</li> </ul>	<p>think before acting.</p> <ul style="list-style-type: none"> <li>• Relate decision-making by self and others to one's health.</li> <li>• Determine ways parents, peers, technology, culture, and the media influence health decisions.</li> <li>• Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</li> <li>• Explain the importance of a proactive bullying prevention program.</li> <li>• Explain the importance of understanding diversity and inclusion in the classroom.</li> </ul>	<p>think before acting.</p> <ul style="list-style-type: none"> <li>• Explain what medicines are and when some types of medicines are used.</li> <li>• Determine where to access home, school, and community health professionals.</li> </ul>	<p>general space at different levels, directions, ranges, and pathways.</p> <ul style="list-style-type: none"> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> <li>• Understand that all students must participate in at least two and one-half hours of health, safety, and physical education</li> </ul>	<p>children.</p> <ul style="list-style-type: none"> <li>• Explain domestic violence and child abuse and how to recognize the signs of each.</li> <li>• Violence prevention in regards to gang violence and domestic violence and child abuse.</li> <li>• Develop an awareness of the effects of drugs, alcohol, and tobacco.</li> </ul>	
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# Health Education- Grade 3 Scope and Sequence

Unit 1- Social , Emotional, and Mental Health	Unit 2- Family Life	Unit 3- Safety, First Aid, And Prevention	Unit 4- Fitness And Nutrition	Unit 5- Alcohol and Other Drugs	Unit 6- Disease Prevention And Control
Weeks 1-6	Weeks 7-11	Weeks 12-20	Weeks 21-25	Weeks 26-31	Weeks 32-38
<p><i>Unit Description:</i> Students will demonstrate the ability to use mental health knowledge skills, and strategies to enhance one’s self concept and one’s relationship with others.</p>	<p><i>Unit Description:</i> Students will use human development knowledge and social skills to promote positive relationships throughout life.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to use fitness knowledge, skills, and strategies to promote a healthy lifestyle.</p>	<p><i>Unit Description:</i> Students will gain knowledge about drugs and apply to their life in order to live a healthy lifestyle.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce and manage disease.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Compare and contrast how individuals and families attempt to</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touch.</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> <li>• Explain why some foods are healthier</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</li> <li>• Explain that people who abuse</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Relate decision-making by self and others to one’s health.</li> <li>• Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food</li> </ul>

<p>address basic human needs.</p> <ul style="list-style-type: none"> <li>• Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</li> <li>• Determine ways to cope with rejection, loss, and separation.</li> <li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li> <li>• Demonstrate effective interpersonal communication in health- and safety-related situations.</li> <li>• Demonstrate effective interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Identify basic social and emotional needs of all people.</li> <li>• Express needs, wants, and feelings in health- and safety-related situations.</li> <li>• Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</li> <li>• Determine where to access home, school, and community health professionals.</li> <li>• Distinguish the roles and responsibilities of different family members.</li> <li>• Determine the factors that contribute to healthy relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches</li> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches</li> <li>• Identify procedures associated with pedestrian, bicycle, and traffic safety</li> <li>• Explain what a decision is and why it is advantageous to</li> </ul>	<p>to eat than others.</p> <ul style="list-style-type: none"> <li>• Explain how foods on MyPlate differ in nutritional content and value.</li> <li>• Summarize information about food found on product labels.</li> <li>• Relate decision-making by self and others to one's health.</li> <li>• 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).</li> <li>• 2 Demonstrate changes in time, force, and flow while moving in personal and</li> </ul>	<p>alcohol, tobacco, and other drugs can get help.</p> <ul style="list-style-type: none"> <li>• Identify ways that drugs can be abused.</li> <li>• Explain effects of tobacco use on personal hygiene, health, and safety.</li> <li>• Explain why tobacco smoke is harmful to nonsmokers.</li> <li>• Identify products that contain alcohol.</li> <li>• List substances that should never be inhaled and explain why.</li> <li>• Explain what medicines are and when some types of medicines are used.</li> <li>• Explain why medicines should be administered as directed.</li> <li>• Determine where to access home,</li> </ul>	<p>hygienically, brush teeth, and dress appropriately for the weather).</p> <ul style="list-style-type: none"> <li>• Summarize symptoms of common diseases and health conditions.</li> <li>• Summarize strategies to prevent the spread of common diseases and health conditions.</li> <li>• Determine how personal feelings can affect one's wellness.</li> <li>• Explain why some foods are healthier to eat than others.</li> <li>• Explain what being "well" means and identify self-care practices that support wellness.</li> <li>• Cancer awareness and Lyme disease prevention within society.</li> </ul>
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<p>communication when responding to disagreements or conflicts with others.</p> <ul style="list-style-type: none"> <li>• Explain when and how to seek help when experiencing a health problem.</li> <li>• Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</li> <li>• Differentiate the physical, social, and emotional changes occurring.</li> <li>• Explain the importance of a proactive bullying prevention program.</li> <li>• Explain the importance of understanding diversity and inclusion in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast different kinds of families locally and globally. Explain domestic violence and child abuse and how to recognize the signs of each.</li> <li>• Violence prevention in regards to gang violence and domestic violence and child abuse.</li> </ul>	<p>think before acting.</p> <ul style="list-style-type: none"> <li>• Explain what medicines are and when some types of medicines are used.</li> <li>• Determine where to access home, school, and community health professionals.</li> </ul>	<p>general space at different levels, directions, ranges, and pathways.</p> <ul style="list-style-type: none"> <li>• Explain the role of regular physical activity in relation to personal health.</li> <li>• Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>• Develop a fitness goal and monitor progress towards achievement of the goal.</li> <li>• Understand that all students must participate in at least two and one-half hours of health, safety, and physical education.</li> </ul>	<p>school, and community health professionals.</p> <ul style="list-style-type: none"> <li>• Develop an awareness of the effects of drugs, alcohol, and tobacco.</li> </ul>	
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<ul style="list-style-type: none"><li>• Determine ways to cope with rejection, loss, and separation.</li><li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li><li>• Infusion of African American accomplishments in America.</li></ul>					
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# Health Education- Grades 4-5 Scope and Sequence

Unit 1- Social , Emotional, and Mental Health	Unit 2- Fitness And Nutrition	Unit 3- Safety, First Aid, And Prevention	Unit 4- Human Relationship, Sexuality, and Puberty	Unit 5- Tobacco, Alcohol, And Other Drugs	Unit 6- Disease Prevention And Control
Weeks 1-6	Weeks 7-11	Weeks 12-20	Weeks 21-25	Weeks 26-31	Weeks 32-38
<p><i>Unit Description:</i> Students will demonstrate the ability to use mental health knowledge skills, and strategies to enhance one’s self concept and one’s relationship with others.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.</p>	<p><i>Unit Description:</i> Students will learn the social, emotional, and physical aspects to create positive human relationships, along with sexuality concepts to support a healthy lifestyle.</p>	<p><i>Unit Description:</i> Students will gain knowledge about drugs and apply to life in order to live a healthy lifestyle.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce and manage disease.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>• Explain how</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Demonstrate effective interpersonal communication in health- and safety-related situations.</li> <li>• Determine how an individual’s</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Distinguish between over-the-counter and prescription medicines.</li> <li>• Determine possible side effects of common</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning</li> </ul>

<p>mental health impacts one's wellness.</p> <ul style="list-style-type: none"> <li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li> <li>• Demonstrate effective interpersonal communication in health- and safety-related situations.</li> <li>• Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</li> <li>• Determine how an individual's character develops over time and impacts personal health.</li> <li>• Explain how families typically share common</li> </ul>	<p>functioning effectively.</p> <ul style="list-style-type: none"> <li>• Differentiate between healthy and unhealthy eating practices.</li> <li>• Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>• Interpret food product labels based on nutritional content.</li> <li>• Develop a personal health goal and track progress.</li> <li>• Explain the impact of participation in different kinds of service projects on community wellness.</li> <li>• Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</li> <li>• Participate in</li> </ul>	<p>community (e.g., fire safety, poison safety, accident prevention).</p> <ul style="list-style-type: none"> <li>• Summarize the various forms of abuse and ways to get help.</li> <li>• Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.</li> <li>• Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.</li> <li>• Identify health services and resources provided in the school and community and determine how each assists in addressing health</li> </ul>	<p>character develops over time and impacts personal health.</p> <ul style="list-style-type: none"> <li>• Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</li> <li>• Explain why healthy relationships are fostered in some families and not in others.</li> <li>• Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.</li> <li>• Explain the process of fertilization and how cells divide to create an</li> </ul>	<p>types of medicines.</p> <ul style="list-style-type: none"> <li>• Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.</li> <li>• Compare the short- and long-term physical effects of all types of tobacco use.</li> <li>• Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.</li> <li>• Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.</li> <li>• Identify the short- and long- term physical effects of inhaling certain substances.</li> <li>• Identify signs that a person might</li> </ul>	<p>effectively.</p> <ul style="list-style-type: none"> <li>• Explain how most diseases and health conditions are preventable.</li> <li>• Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.</li> <li>• Explain how mental health impacts one's wellness.</li> <li>• Summarize the various forms of abuse and ways to get help.</li> <li>• Demonstrate effective interpersonal communication in health- and safety-related situations.</li> <li>• Use the decision-making process</li> </ul>
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<p>values, provide love and emotional support, and set boundaries and limits.</p> <ul style="list-style-type: none"> <li>• Explain the importance of a proactive bullying prevention program.</li> <li>• Explain the importance of understanding diversity and inclusion in the classroom.</li> <li>• Infusion of African American accomplishments in America.</li> </ul>	<p>moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</p> <ul style="list-style-type: none"> <li>• Develop a health-related fitness goal and track progress using health/fitness indicators.</li> <li>• Understand that all students must participate in at least two and one-half hours of health, safety, and physical education.</li> </ul>	<p>needs and emergencies.</p>	<p>embryo/fetus that grows and develops during pregnancy.</p> <ul style="list-style-type: none"> <li>• Relate the health of the birth mother to the development of a healthy fetus.</li> <li>• Compare and contrast different kinds of families locally and globally. Explain domestic violence and child abuse and how to recognize the signs of each.</li> <li>• Violence prevention in regards to gang violence and domestic violence and child abuse.</li> <li>• Understand sexual abuse and sexual assault and a prevention program to be utilized by school districts.</li> <li>• Suicide prevention and understanding feelings related to suicide awareness.</li> </ul>	<p>have an alcohol, tobacco, and/or drug use problem.</p> <ul style="list-style-type: none"> <li>• Differentiate between drug use, abuse, and misuse.</li> <li>• Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.</li> <li>• Develop an awareness of the effects of drugs, alcohol, and tobacco.</li> </ul>	<p>when addressing health-related issues.</p> <ul style="list-style-type: none"> <li>• Explain when and how to seek help when experiencing a health problem.</li> <li>• Determine possible side effects of common types of medicines.</li> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Cancer awareness and Lyme disease prevention within society.</li> </ul>
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# Health Education- Grade 6 Scope and Sequence

Unit 1- Social, Emotional, and Mental Health	Unit 2- Fitness And Nutrition	Unit 3- Safety, First Aid, And Prevention	Unit 4- Puberty And Sexuality	Unit 5- Tobacco, Alcohol, And Other Drugs	Unit 6- Disease Prevention And Control
Weeks 1-6	Weeks 7-11	Weeks 12-20	Weeks 21-25	Weeks 26-31	Weeks 32-38
<p><i>Unit Description:</i> Students will demonstrate health promotion concepts and skills to support a healthy, active lifestyle, while discussing appropriate and inappropriate communication through social media and/or interpersonal communication.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote healthy lifestyle.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.</p>	<p><i>Unit Description:</i> Students will demonstrate knowledge, social skills, and health-enhancing strategies to promote healthy growth and development.</p>	<p><i>Unit Description:</i> Students will gain knowledge about drugs and apply to life in order to live a healthy lifestyle.</p>	<p><i>Unit Description:</i> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce and manage disease.</p>
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast common mental illnesses (such as depression, anxiety and panic)</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Summarize the common causes of intentional and unintentional injuries in adolescents and</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Examine how personal assets and protective factors support healthy social and emotional</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Determine how conflicting interests may influence one's decisions.</li> <li>• Predict situations</li> </ul>	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• Summarize strategies to remain abstinent and resist pressures to become sexually active.</li> </ul>

<p>disorders, and phobias) and ways to detect and treat them.</p> <ul style="list-style-type: none"> <li>• Explain what to do if abuse is suspected or occurs.</li> <li>• Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</li> <li>• Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.</li> <li>• Use effective decision-making strategies.</li> <li>• Predict how the</li> </ul>	<ul style="list-style-type: none"> <li>• Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</li> <li>• Compare and contrast nutritional information on similar food products in order to make informed choices.</li> <li>• Apply personal health data and information to support achievement of one's short- and long-term health goals.</li> <li>• Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</li> <li>• Determine factors that influence food</li> </ul>	<p>related prevention strategies</p> <ul style="list-style-type: none"> <li>• Explain what to do if abuse is suspected or occurs.</li> <li>• Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</li> <li>• Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</li> <li>• Use effective decision-making strategies.</li> <li>• Determine the validity and reliability of different types of</li> </ul>	<p>development.</p> <ul style="list-style-type: none"> <li>• Demonstrate successful resolution of a problem(s) among friends and in other relationships.</li> <li>• Compare growth patterns of males and females during adolescence.</li> <li>• Summarize strategies to remain abstinent and resist pressures to become sexually active.</li> <li>• Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</li> <li>• Predict the possible physical, social, and emotional impacts of adolescent</li> </ul>	<p>that may challenge an individual's core ethical values.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Compare information found on over-the-counter and prescription medicines.</li> <li>• Explain the system of drug classification and why it is useful in preventing substance abuse.</li> <li>• Determine the impact of the use and abuse of alcohol on the incidence of</li> </ul>	<ul style="list-style-type: none"> <li>• Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.</li> <li>• Distinguish health issues that warrant support from trusted adults or health professionals.</li> <li>• Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.</li> <li>• Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.</li> <li>• Determine the impact of public health strategies in preventing</li> </ul>
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<p>outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</p> <ul style="list-style-type: none"> <li>• Predict situations that may challenge an individual's core ethical values.</li> <li>• Analyze the characteristics of healthy friendships and other relationships.</li> <li>• Explain the importance of a proactive bullying prevention program.</li> <li>• Explain the importance of understanding diversity and inclusion in the classroom.</li> <li>• Compare and contrast different kinds of families locally and globally. Explain</li> </ul>	<p>choices and eating patterns.</p> <ul style="list-style-type: none"> <li>• Analyze the social, emotional, and health benefits of selected physical experiences</li> <li>• Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> <li>• 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.</li> <li>• Predict how factors such as health status, interests, environmental conditions, and available time may</li> </ul>	<p>health resources.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>decisions regarding sexual behavior.</p> <ul style="list-style-type: none"> <li>• Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.</li> <li>• Identify prenatal practices that support a healthy pregnancy.</li> <li>• Understand sexual abuse and sexual assault and a prevention program to be utilized by school districts.</li> </ul>	<p>illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health.</p> <ul style="list-style-type: none"> <li>• Determine situations where the use of alcohol and other drugs influence decision making and can place one at risk.</li> <li>• Explain how wellness is affected during the stages of drug dependency/addiction.</li> </ul>	<p>diseases and health conditions.</p> <ul style="list-style-type: none"> <li>• Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.</li> <li>• Explain how health data can be used to assess and improve each dimension of personal wellness.</li> <li>• Explain what being "well" means and identify self-care practices that support wellness.</li> <li>• Cancer awareness and Lyme disease prevention within society.</li> </ul>
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<p>domestic violence and child abuse and how to recognize the signs of each.</p> <ul style="list-style-type: none"> <li>• Violence prevention in regards to gang violence and domestic violence and child abuse.</li> <li>• Suicide prevention and understanding feelings related to suicide awareness.</li> <li>• Financial literacy and understanding financial decision making.</li> <li>• Infusion of African American accomplishments in America.</li> </ul>	<p>impact personal fitness.</p> <ul style="list-style-type: none"> <li>• Understand that all students must participate in at least two and one-half hours of health, safety, and physical education.</li> </ul>				
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# Health Education – Kindergarten- Grade 1 Unit One

<b>Unit title:</b> Social, Emotional, and Mental Health	
<b>Unit summary:</b> Students will demonstrate the ability to use mental health knowledge skills, and strategies to enhance one’s self concept and one’s relationship with others.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.P.A.1, 2.1.P.A.2, 2.1.P.B.1, 2.1.P.B.2, 2.1.P.C.1, 2.1.P.D.1, 2.1.P.D.2, 2.1.P.D.3, 2.1.P.D.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing self-help skills and personal hygiene skills promotes healthy habits.
2	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.
3	Developing self-help skills and personal hygiene skills promotes healthy habits.
4	Developing an awareness of potential hazards in the environment impacts personal health and safety.
<b>Big Idea:</b> Create healthy relationships with friends and family.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is it important to develop health family and friend relationships?</li> <li>• How can health ways of expressing feelings be demonstrated?</li> <li>• What are characteristics of good decision making?</li> <li>• What are characteristics of a bully and what are bully prevention programs that can be used?</li> <li>• What are the accomplishments of African Americans in America throughout the years?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• To maintain healthy relationships, you must show care, considerations, and respect for self and others.</li> <li>• Use decision making to enhance health.</li> <li>• Interpersonal communication skills to enhance health.</li> <li>• There are many different bully prevention programs that can be used in schools to help the harassment, intimidation, and bullying cases.</li> </ul>

**Unit Learning Targets***Students will...*

- Identify basic social and emotional needs of all people.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.
- Express needs, wants, and feelings in health- and safety-related situations.
- Explain what a decision is and why it is advantageous to think before acting.
- Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- Understand harassment, intimidation, and bullying and its prevention methods.
- Define the achievements of African Americans in America.

**Evidence of Learning****Summative Assessment:** Field Observation**Formative Assessments:**

- Teacher assessment
- Teacher observation

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Ice breaker games</li> <li>• Adventure activities</li> <li>• Handouts</li> </ul>	Weeks 1-6
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> <li>• Cones</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Kindergarten- Grade 1 Unit Two

<b>Unit title:</b> Personal Growth and Development	
<b>Unit summary:</b> Students will acquire health promotion concepts and skills to support a healthy and active lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.P.A.1, 2.1.P.A.2, 2.1.P.B.1, 2.1.P.B.2, 2.1.P.C.1, 2.1.P.D.1, 2.1.P.D.2, 2.1.P.D.3, 2.1.P.D.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing self-help skills and personal hygiene skills promotes healthy habits.
2	Developing the knowledge and skills necessary to understand the importance of diversity and inclusion in the classroom.
3	Developing self-help skills and personal hygiene skills promotes healthy habits.
4	Developing an awareness of diversity and inclusion in the classroom.
<b>Big Idea:</b> Self-help skills and personal hygiene skills to promote healthy habits.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is personal hygiene and why is it so important?</li> <li>• What is the definition of healthy habits and provide examples?</li> <li>• Who are the important health care professionals in the community?</li> <li>• How does personal growth include the education of instruction on diversity and inclusion?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Importance of washing hands, taking a shower, brushing teeth, etc.</li> <li>• Develop independence while doing home activities. (e.g. pouring, serving, brushing teeth without assistance)</li> <li>• Identify doctors, dentists, and other important medical professionals.</li> <li>• Understand the importance of the acceptance of diversity and inclusion.</li> </ul>



## Unit Learning Targets

*Students will...*

- Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
- Explain what being “well” means and identify self-care practices that support wellness.
- Identify basic social and emotional needs of all people.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.
- Explain ways to understand diversity and inclusion in the classroom.

## Evidence of Learning

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Classwork

## Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"><li>• Role play</li><li>• Lecture</li><li>• Handouts</li><li>• Discussion</li></ul>	Weeks 7-11
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"><li>• Handouts</li><li>• Poly-spots</li><li>• DVDs</li><li>• Videos</li><li>• Books</li></ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,**

## and Gifted & Talented Students

### Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Kindergarten- Grade 1 Unit Three

<b>Unit title:</b> Safety, First Aid, and Injury Prevention	
<b>Unit summary:</b> Students will demonstrate the awareness of potential hazards in the environment and its impact on personal health and safety.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.P.A.1, 2.1.P.A.2, 2.1.P.B.1, 2.1.P.B.2, 2.1.P.C.1, 2.1.P.D.1, 2.1.P.D.2, 2.1.P.D.3, 2.1.P.D.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing skills to feel comfortable with a trusted adult in uncomfortable situations.
2	Developing the knowledge and skills necessary to reduce injuries at home and/or school.
3	Developing self-help skills to prevent unsafe situations.
4	Developing an awareness of potential hazards in the environment impacts personal health and safety.
<b>Big Idea:</b> The ability to practice health and safety procedures inside and outside of school.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is safety so important inside and outside the classroom?</li> <li>• How do you respond in emergency situations?</li> <li>• Who are community members that may be able to maintain a safe environment?</li> <li>• How do we discuss accident and fire prevention?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Safety – (e.g. Wear bike helmets, walking in the classroom safety, understand how to participate in emergency drills, etc.)</li> <li>• Warning signs such as red lights, stop signs, poison symbols, etc.</li> <li>• Identify emergency situations and community members who keep us safe.</li> </ul>
<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</li> </ul>	

- Identify community helpers who assist in maintaining a safe environment.
- Know how to dial 911 for help.
- Identify community helpers who assist in maintaining a safe environment.

### Evidence of Learning

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Ice breaker games</li> <li>• Role play</li> <li>• Lecture</li> <li>• Handouts</li> <li>• Discussion</li> </ul>	Weeks 12-20
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Poly-spots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• Online resources</li> <li>• DVDs</li> <li>• Videos</li> </ul>	

### Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats

- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Kindergarten- Grade 1 Unit Four

<b>Unit title:</b> Fitness, Movement Skills, and Concepts	
<b>Unit summary:</b> Students will demonstrate the ability to use fitness knowledge, skills, and strategies to promote a healthy lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.P.A.1, 2.1.P.A.2, 2.1.P.B.1, 2.1.P.B.2, 2.1.P.C.1, 2.1.P.D.1, 2.1.P.D.2, 2.1.P.D.3, 2.1.P.D.4, 2.5.P.1, 2.6.P.A.2, 2.6.P.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness
3	Developing self-help skills and personal hygiene skills promotes healthy habits.
4	Developing an awareness of potential hazards in the environment impacts personal health and safety.
<b>Big Idea:</b> Regularly exercising and healthy habits will maintain a healthy, active lifelong lifestyle. Exercise should be for at least two and one-half hours weekly in school.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to exercise on a regular basis?</li> <li>• What is the definition of being physically fit?</li> <li>• What are some examples of activities we can do throughout our lifetime to maintain our fitness levels?</li> <li>• How many hours should students be exercising weekly in schools?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• To maintain a good fitness level, you have to exercise regularly as well as get ample amount of sleep/rest.</li> <li>• All students will apply health and skill-related fitness concepts to maintain a healthy, active lifestyle.</li> <li>• Cardiovascular activities can be used throughout a lifetime to maintain heart health and promote lifelong fitness.</li> <li>• To promote health, safety, and physical education, students should have two and one-half hours of physical education class.</li> </ul>

## Unit Learning Targets

*Students will...*

- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- 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).
- Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).
- Participate in two and one-half hours of physical education class.
- Explain the role of regular physical activity in relation to personal health.  
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).
- Understand the importance of health, safety, and physical education.
- Understand that all students must participate in at least two and one-half hours of health, safety, and physical education each school week.

## Evidence of Learning

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

## Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"><li>• Lecture</li><li>• Handouts</li><li>• Discussion</li></ul>	Weeks 21-25
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"><li>• Handouts</li><li>• Poly-spots</li><li>• Hula hoops</li></ul>	

- Cones
- Online resources
- Jump ropes
- Track

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

### Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



## Health Education – Kindergarten- Grade 1 Unit Five

<b>Unit title:</b> Nutrition and Health	
<b>Unit summary:</b> Students will demonstrate the ability to use nutrition knowledge, skills, and strategies to promote a healthy lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.P.A.1, 2.1.P.A.2, 2.1.P.B.1, 2.1.P.B.2, 2.1.P.C.1, 2.1.P.D.1, 2.1.P.D.2, 2.1.P.D.3, 2.1.P.D.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing self-help skills and personal hygiene skills promotes healthy habits.
2	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.
3	Developing knowledge for the understanding of tobacco, drugs, and alcohol and its negative effects.
4	Developing an awareness of potential hazards in the environment impacts personal health and safety.
<b>Big Idea:</b> Develop an understanding on making good food choices to promote a lifelong healthy lifestyle.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is considered a healthy food?</li> <li>• Why is it important that we make good food choices?</li> <li>• What are the different food groups and why is each important?</li> <li>• What are the effects of drugs, alcohol, and tobacco on the human body?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Getting each portion of a healthy diet on a daily basis will help in a lifelong healthy lifestyle.</li> <li>• Nutritious food choices.</li> <li>• Food and where it fits into the “My Plate” model.</li> <li>• The abuse of drugs, alcohol, and tobacco are harmful to the brain and body.</li> </ul>

**Unit Learning Targets***Students will...*

- Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape).
- 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).
- Explain why some foods are healthier to eat than others.
- Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- Understand the negative effects of tobacco, drugs, and alcohol on the human body.

**Evidence of Learning****Summative Assessment:** Field Observation**Formative Assessments:**

- Teacher assessment
- Teacher observation

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Role play</li> <li>• Design a bulletin board of healthy choices</li> <li>• Food label review</li> <li>• Handouts</li> </ul>	Weeks 26-31
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Bulletin board</li> <li>• Food label examples</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products

- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

# Health Education – Kindergarten- Grade 1 Unit Six

<b>Unit title:</b> Disease, Prevention, and Control	
<b>Unit summary:</b> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce and manage disease.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.P.A.1, 2.1.P.A.2, 2.1.P.B.1, 2.1.P.B.2, 2.1.P.C.1, 2.1.P.D.1, 2.1.P.D.2, 2.1.P.D.3, 2.1.P.D.4	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Developing self-help skills and personal hygiene skills promotes healthy habits.
2	Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.
3	Developing self-help skills and personal hygiene skills promotes healthy habits.
4	Developing an awareness of potential hazards in the environment impacts personal health and safety.
<b>Big Idea:</b> Practicing healthy hygiene will prevent the spread of germs.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the characteristics to describe a good personal hygiene?</li> <li>• What are some health issues created by pollution?</li> <li>• What are some examples of health care services?</li> <li>• What is important when it comes to understanding cancer awareness and prevention?</li> <li>• What is Lymes disease and how can it be treated and prevented?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Bathing, showering, brushing teeth, washing hands, covering your mouth.</li> <li>• Pollution creates an unclear environment.</li> <li>• Regularly visiting the doctor and dentist will maintain a healthy lifestyle.</li> </ul>

**Unit Learning Targets***Students will...*

- Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- Summarize symptoms of common diseases and health conditions.
- Summarize strategies to prevent the spread of common diseases and health conditions.
- Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).
- Identify community helpers who assist in maintaining a safe environment.
- Know how to dial 911 for help.
- Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- Understand the effects of different types of cancers and develop awareness.
- Identify lymes disease and its effects.

**Evidence of Learning****Summative Assessment:** Field Observation**Formative Assessments:**

- Teacher assessment
- Teacher observation

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Role play</li> <li>• Discussion</li> <li>• Lecture</li> <li>• Handouts</li> </ul>	Weeks 32-38
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Online research</li> <li>• DVDs</li> <li>• Videos</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 2 Unit One

<b>Unit title:</b> Social, Emotional, and Mental Health	
<b>Unit summary:</b> Students will demonstrate the ability to use mental health knowledge skills, and strategies to enhance one’s self concept and one’s relationship with others.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
<b>Big Idea:</b> Create healthy relationships with friends and family.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to develop health family and friend relationships?</li> <li>• How can health ways of expressing feelings be demonstrated?</li> <li>• What are characteristics of good decision making?</li> <li>• What are characteristics of a bully and what are bully prevention programs that can be used?</li> <li>• What are the accomplishments of African Americans in America throughout the years?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• To maintain healthy relationships, you must show care, considerations, and respect for self and others.</li> <li>• Use decision making to enhance health.</li> <li>• Interpersonal communication skills to enhance health.</li> <li>• There are many different bully prevention programs that can be used in schools to help the harassment, intimidation, and bullying cases.</li> </ul>

## Unit Learning Targets

*Students will...*

- Explain what being “well” means and identify self-care practices that support wellness.
- Compare and contrast how individuals and families attempt to address basic human needs.
- Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
- Determine ways to cope with rejection, loss, and separation.
- Summarize the causes of stress and explain ways to deal with stressful situations.
- Demonstrate effective interpersonal communication in health- and safety-related situations.
- Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
- Explain when and how to seek help when experiencing a health problem.
- Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- Differentiate the physical, social, and emotional changes occurring.
- Define the achievements of African Americans in America.

## Evidence of Learning

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation

## Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"><li>• Ice breaker games</li><li>• Adventure activities</li><li>• Handouts</li></ul>	Weeks 1-6
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"><li>• Handouts</li><li>• Polyspots</li><li>• Hula hoops</li></ul>	



- Cones
- DVDs
- Online resources

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

### Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 2 Unit Two

<b>Unit title:</b> Personal Growth and Development	
<b>Unit summary:</b> Students will acquire health promotion concepts and skills to support a healthy and active lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
<b>Big Idea:</b> Self-help skills and personal hygiene skills promote healthy habits.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is personal hygiene and why is it so important?</li> <li>• What is the definition of healthy habits and provide examples?</li> <li>• Who are the important health care professionals in the community?</li> <li>• What health enhancing behaviors contribute to wellness?</li> <li>• What are characteristics of a bully and what are bully prevention programs that can be used?</li> <li>• How does personal growth include the</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Importance of washing hands, taking a shower, brushing teeth, etc.</li> <li>• Develop independence while doing home activities. (e.g. pouring, serving, brushing teeth without assistance)</li> <li>• Identify doctors, dentists, and other important medical professionals.</li> <li>• Gain knowledge in the physical, social, and emotional growth process.</li> <li>• There are many different bully prevention programs that can be used in schools to help the harassment, intimidation, and bullying cases.</li> </ul>

education of instruction on diversity and inclusion?	<ul style="list-style-type: none"> <li>• Understand the importance of the acceptance of diversity and inclusion.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
- Explain what being “well” means and identify self-care practices that support wellness.
- Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- Explain healthy ways of coping with common stressful situations experienced by children.
- Explain what a decision is and why it is advantageous to think before acting.
- Relate decision-making by self and others to one’s health.
- Determine ways parents, peers, technology, culture, and the media influence health decisions.
- Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
- Understand harassment, intimidation, and bullying. Develop a bully prevention program
- Explain differences between people. Instruction on diversity and inclusion in the classroom.

**Evidence of Learning**

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Role play</li> <li>• Lecture</li> <li>• Discussion</li> </ul>	Weeks 7-11

<ul style="list-style-type: none"> <li>• Handouts</li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



## Health Education – Grade 2 Unit Three

<b>Unit title:</b> Safety, First Aid, and Injury Prevention	
<b>Unit summary:</b> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
<b>Big Idea:</b> Self-help skills and personal hygiene skills promote healthy habits.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is safety so important inside and outside of school?</li> <li>• How do you respond in emergency situations?</li> <li>• Who are community members that may be able to maintain a safe environment?</li> <li>• What is the definition of a stranger/acquaintances?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Safety – (e.g. Wear bike helmets, walking in the classroom, understand how to participate in emergency drills, etc.)</li> <li>• Warning signs such as red lights, stop signs, poison symbols.</li> <li>• Identify emergency situations and community members who keep us safe.</li> <li>• Differentiate among the characteristics of strangers/acquaintances.</li> </ul>

**Unit Learning Targets***Students will...*

- Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
- Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
- Identify procedures associated with pedestrian, bicycle, and traffic safety
- Explain what a decision is and why it is advantageous to think before acting.
- Explain what medicines are and when some types of medicines are used.
- Determine where to access home, school, and community health professionals.

<b>Evidence of Learning</b>
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**Summative Assessment:** Field Observation**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Discussion

<b>Lesson Plans</b>
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*Activities**Timeframe*

- Role play
- Lecture
- Discussion
- Handouts
- Ice Breaker games

Weeks 12-20

*Teacher Resources**Teacher Note*

- Handouts
- Polyspots
- Hula hoops
- Cones
- DVDs
- Online resources

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



## Health Education – Grade 2 Unit Four

<b>Unit title:</b> Fitness and Nutrition	
<b>Unit summary:</b> Students will demonstrate the ability to use fitness knowledge, skills, and strategies to promote a healthy lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1, 2.6.2.A.2	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
7	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness
<b>Big Idea:</b> Regularly exercising and healthy eating habits will maintain a healthy, active lifelong lifestyle.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is it important to exercise on a regular basis?</li> <li>• What is the definition of being physically fit?</li> <li>• What are some examples of activities we can do throughout our lifetime to maintain our fitness levels?</li> <li>• How does the choice of food affect your life?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• To maintain a good fitness level, you have to exercise regularly as well as get ample amount of sleep/rest.</li> <li>• All students will apply health and skill related fitness concepts to maintain a healthy, active lifestyle.</li> <li>• Cardiovascular activities can be used throughout a lifetime to maintain heart health and lifelong fitness.</li> </ul>

<ul style="list-style-type: none"> <li>• What do the different nutritional facts mean on a food label?</li> <li>• How many hours should students be exercising weekly in schools?</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy food selection lead to a healthier longer life.</li> <li>• To promote health, safety, and physical education, students should have two and one-half hours of physical education class.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- Explain why some foods are healthier to eat than others.
- Explain how foods on My-Plate differ in nutritional content and value.
- Summarize information about food found on product labels.
- Relate decision-making by self and others to one's health.
- Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.
- Understand the importance of health, safety, and physical education.
- Understand that all students must participate in at least two and one-half hours of health, safety, and physical education each school week.

**Evidence of Learning**

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Role play</li> <li>• Lecture</li> </ul>	Weeks 21-25

<ul style="list-style-type: none"> <li>• Food label reports</li> <li>• Pedometer tracking</li> <li>• Fitness activities</li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Poly-spots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls

- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 2 Unit Five

<b>Unit title:</b> Human Relationship	
<b>Unit summary:</b> Students will acquire knowledge about the physical, emotional, and social aspects of human relationships and apply concepts to support a healthy lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
<b>Big Idea:</b> Develop an understanding, skills, and characteristics to maintain relationships to support a healthy, active lifestyle.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are characteristics of a healthy relationship with family/friends?</li> <li>• What is the importance of understanding that families can be diverse?</li> <li>• What characteristics are important to display while interacting with others?</li> <li>• What are characteristics of signs of domestic violence?</li> <li>• What is child abuse and how can it be spotted?</li> <li>• What is gang violence and how can a</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Compromising and taking turns.</li> <li>• Conflict/Resolution.</li> <li>• Understanding other families lifestyles.</li> <li>• Understanding domestic violence and/or child abuse.</li> <li>• Notice signs of gang violence and prevention.</li> <li>• The abuse of drugs, alcohol, and tobacco are harmful to the brain and body.</li> </ul>

prevention program be developed? <ul style="list-style-type: none"> <li>• What are the effects of drugs, alcohol, and tobacco on the human body?</li> </ul>	
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**Unit Learning Targets**

*Students will...*

- Compare and contrast different kinds of families locally and globally.
- Distinguish the roles and responsibilities of different family members.
- Determine the factors that contribute to healthy relationships.
- Compare and contrast the physical differences and similarities of the genders.
- Explain the factors that contribute to a mother having a healthy baby.
- Identify basic social and emotional needs of all people.
- Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
- Explain healthy ways of coping with common stressful situations experienced by children.
- Explain domestic violence and/or child abuse and how it can be determined.
- Identify gang violence and understand prevention techniques..
- Understand the negative effects of tobacco, drugs, and alcohol on the human body

<b>Evidence of Learning</b>
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**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

<b>Lesson Plans</b>
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<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Role play</li> <li>• Lecture</li> <li>• Handouts</li> <li>• Discussion</li> </ul>	Weeks 26-31
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

<b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b>	
<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"><li>• Use of visual and multisensory formats</li><li>• Use of assisted technology</li><li>• Use of prompts</li><li>• Modification of content and student products</li><li>• Testing accommodations</li><li>• Authentic assessments</li></ul> <p>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</p> <ul style="list-style-type: none"><li>• Adjusting the pace of lessons</li><li>• Curriculum compacting</li><li>• Inquiry-based instruction</li><li>• Independent study</li><li>• Higher-order thinking skills</li><li>• Interest-based content</li><li>• Student-driven instruction</li><li>• Real-world problems and scenarios</li></ul> <p>Examples of Strategies and Practices that Support English Language Learners:</p> <ul style="list-style-type: none"><li>• Pre-teaching of vocabulary and concepts</li><li>• Visual learning, including graphic organizers</li><li>• Use of cognates to increase comprehension</li><li>• Teacher modeling</li><li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li><li>• Scaffolding</li><li>• Word walls</li><li>• Sentence frames</li><li>• Think-pair-share</li><li>• Cooperative learning groups</li></ul>	

## Health Education – Grade 2 Unit Six

<b>Unit title:</b> Disease and Health Conditions	
<b>Unit summary:</b> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce and manage disease.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
<b>Big Idea:</b> Practicing healthy hygiene will prevent the spread of germs.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the characteristics to describe good personal hygiene?</li> <li>• What are some health issues created by pollution?</li> <li>• How can good personal health be maintained throughout life?</li> <li>• What is important when it comes to understanding cancer awareness and prevention?</li> <li>• What is Lyme disease and how can it be treated and prevented?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Bathing, showering, brushing teeth, washing hands, covering your mouth.</li> <li>• Pollution creates an uncleanly environment.</li> <li>• Regularly visiting the doctor and dentist will maintain a healthy lifestyle.</li> </ul>



**Unit Learning Targets***Students will...*

- Relate decision-making by self and others to one's health.
- Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
- Summarize symptoms of common diseases and health conditions.
- Summarize strategies to prevent the spread of common diseases and health conditions.
- Determine how personal feelings can affect one's wellness.
- Explain why some foods are healthier to eat than others.
- Explain what being "well" means and identify self-care practices that support wellness
- Understand the effects of different types of cancers and develop awareness.
- Identify lymes disease and its effects.

**Evidence of Learning****Summative Assessment:** Field Observation**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Role play</li> <li>• Lecture</li> <li>• Handouts</li> <li>• Discussion</li> </ul>	Weeks 26-31
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats

- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 3 Unit One

<b>Unit title:</b> Social, Emotional, and Mental Health	
<b>Unit summary:</b> Students will demonstrate the ability to use mental health knowledge skills, and strategies to enhance one’s self concept and one’s relationship with others.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
<b>Big Idea:</b> Using positive communication skills to develop healthy relationships while demonstrating a good personal well-being.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are ways to handle stress management?</li> <li>• How can healthy ways of expressing feelings be demonstrated?</li> <li>• What are some health related goals to set?</li> <li>• What constitutes a healthy relationship?</li> <li>• What are characteristics of a bully and what are bully prevention programs that can be used?</li> <li>• How does personal growth include the education of instruction on diversity and</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• To maintain healthy relationships, you must show care, considerations, and respect for self and others.</li> <li>• Components that promote a good personal well-being.</li> <li>• Interpersonal communication skills to enhance health.</li> <li>• There are many different bully prevention programs that can be used in schools to help the harassment, intimidation, and bullying cases.</li> <li>• Understand the importance of the acceptance of</li> </ul>

inclusion? <ul style="list-style-type: none"> <li>• What are the accomplishments of African Americans in America throughout the years?</li> </ul>	diversity and inclusion.
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<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• Compare and contrast how individuals and families attempt to address basic human needs.</li> <li>• Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</li> <li>• Determine ways to cope with rejection, loss, and separation.</li> <li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li> <li>• Demonstrate effective interpersonal communication in health- and safety-related situations.</li> <li>• Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</li> <li>• Explain when and how to seek help when experiencing a health problem.</li> <li>• Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</li> <li>• Differentiate the physical, social, and emotional changes occurring.</li> <li>• Understand harassment, intimidation, and bullying. Develop a bully prevention program</li> <li>• Explain differences between people. Instruction on diversity and inclusion in the classroom.</li> <li>• Define the achievements of African Americans in America.</li> </ul>
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<b>Evidence of Learning</b>
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<b>Summative Assessment:</b> Field Observation
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<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Teacher observation</li> <li>• Student work</li> </ul>
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<b>Lesson Plans</b>
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<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Ice breaker games</li> </ul>	Weeks 1-6

<ul style="list-style-type: none"> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	
<b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b>	
<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul> <p>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul> <p>Examples of Strategies and Practices that Support English Language Learners:</p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> </ul>	

- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 3 Unit Two

<b>Unit title:</b> Family Life	
<b>Unit summary:</b> Students will use human development knowledge and social skills to promote positive relationships throughout life.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
<b>Big Idea:</b> Every person defines “family” differently, encourage discussions about families.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are components of a healthy family?</li> <li>• What are responsibilities of each family member?</li> <li>• How do families help children mature, stay safe, and become responsible?</li> <li>• What are ways families can resolve conflicts?</li> <li>• What are characteristics of signs of domestic violence?</li> <li>• What is child abuse and how can it be spotted?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Family life is diverse and varied.</li> <li>• Definitions of families have different means to different people.</li> <li>• Characteristics that make up a healthy family.</li> <li>• Family meetings, parent involvement, and talking things out.</li> <li>• Understanding domestic violence and/or child abuse.</li> <li>• Notice signs of gang violence and prevention.</li> </ul>

<ul style="list-style-type: none"> <li>• What is gang violence and how can a prevention program be developed?</li> </ul>	
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<p><b>Unit Learning Targets</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touch.</li> <li>• Identify basic social and emotional needs of all people.</li> <li>• Express needs, wants, and feelings in health- and safety-related situations.</li> <li>• Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</li> <li>• Determine where to access home, school, and community health professionals.</li> <li>• Distinguish the roles and responsibilities of different family members.</li> <li>• Determine the factors that contribute to healthy relationships.</li> <li>• Compare and contrast different kinds of families locally and globally.</li> <li>• Explain domestic violence and/or child abuse and how it can be determined.</li> <li>• Identify gang violence and understand prevention techniques.</li> </ul>
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<b>Evidence of Learning</b>
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<b>Summative Assessment:</b> Field Observation
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<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Teacher observation</li> <li>• Student work</li> </ul>
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<b>Lesson Plans</b>
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<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Ice breaker games</li> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> </ul>	Weeks 7-11
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> </ul>	



- Cones
- DVDs
- Online resources

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

### Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 3 Unit Three

<b>Unit title:</b> Safety, First Aid, and Injury Prevention	
<b>Unit summary:</b> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
<b>Big Idea:</b> The students will have the ability to stay safe while demonstrating self-protection.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is safety so important inside and outside of school?</li> <li>• How do you respond in emergency situations?</li> <li>• What is the definition of harassment?</li> <li>• What is the difference between abuse and neglect?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Safety – (e.g. Wear bike helmets, walking in the classroom, understand how to participate in emergency drills, etc.)</li> <li>• Warning signs such as red lights, stop signs, poison symbols.</li> <li>• Identify emergency situations and community members who keep us safe.</li> <li>• Apply appropriate behaviors for potentially dangerous or emergency situations.</li> </ul>

**Unit Learning Targets***Students will...*

- Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
- Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
- Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
- Identify procedures associated with pedestrian, bicycle, and traffic safety
- Explain what a decision is and why it is advantageous to think before acting.
- Explain what medicines are and when some types of medicines are used.  
Determine where to access home, school, and community health professionals.

**Evidence of Learning****Summative Assessment:** Field Observation**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Discussion

**Lesson Plans***Activities*

- Role play
- Lecture
- Discussion
- Handouts
- Ice Breaker games

*Timeframe*

Weeks 12-20

*Teacher Resources*

- Handouts
- Polyspots
- Hula hoops
- Cones
- DVDs
- Online resources

*Teacher Note*

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 3 Unit Four

<b>Unit title:</b> Fitness and Nutrition	
<b>Unit summary:</b> Students will demonstrate the ability to use fitness knowledge, skills, and strategies to promote a healthy lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1, 2.6.2.A.2	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
7	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness
<b>Big Idea:</b> Regularly exercising and healthy eating habits will maintain a healthy, active lifelong lifestyle.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is it important to exercise on a regular basis?</li> <li>• What is the definition of being physically fit?</li> <li>• What are some examples of activities we can do throughout our lifetime to maintain our fitness levels?</li> <li>• How does the choice of food affect your life?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• To maintain a good fitness level, you have to exercise regularly as well as get ample amount of sleep/rest.</li> <li>• All students will apply health and skill related fitness concepts to maintain a healthy, active lifestyle.</li> <li>• Cardiovascular activities can be used throughout a lifetime to maintain heart health and lifelong fitness.</li> </ul>

<ul style="list-style-type: none"> <li>• What do the different nutritional facts mean on a food label?</li> <li>• How many hours should students be exercising weekly in schools?</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy food selection lead to a healthier longer life.</li> <li>• To promote health, safety, and physical education, students should have two and one-half hours of physical education class.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- Explain why some foods are healthier to eat than others.
- Explain how foods on MyPlate differ in nutritional content and value.
- Summarize information about food found on product labels.
- Relate decision-making by self and others to one's health.
- Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- 2 Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Explain the role of regular physical activity in relation to personal health.
- Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.
- Develop a fitness goal and monitor progress towards achievement of the goal.
- To promote health, safety, and physical education, students should have two and one-half hours of physical education class.

**Evidence of Learning**

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Role play</li> <li>• Lecture</li> <li>• Food label reports</li> </ul>	Weeks 21-25

<ul style="list-style-type: none"> <li>• Pedometer tracking</li> <li>• Fitness activities</li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames

- Think-pair-share
- Cooperative learning groups



## Health Education – Grade 3 Unit Five

<b>Unit title:</b> Drugs and Alcohol	
<b>Unit summary:</b> Students will gain knowledge about drugs and apply to their life in order to live a healthy lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
<b>Big Idea:</b> The students will gain knowledge and health enhancing strategies to avoid drug and alcohol use.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are some ways people who misuse drugs can get help?</li> <li>• What are some examples of medicine, prescriptions, and over the counter drugs?</li> <li>• What are different types of products that contain alcohol?</li> <li>• Why are drugs and alcohol unhealthy for your body?</li> <li>• What are the effects of drugs, alcohol, and tobacco on the human body?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Rehabilitation centers are available for people with addictions.</li> <li>• Drugs affect hygiene, mental, physical, social, and emotional health.</li> <li>• Drugs are varied between illegal, prescription, and over the counter drugs.</li> <li>• All drugs are capable of being misused.</li> <li>• The abuse of drugs, alcohol, and tobacco are harmful to the brain and body.</li> </ul>

## Unit Learning Targets

*Students will...*

- Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- Explain that people who abuse alcohol, tobacco, and other drugs can get help.
- Identify ways that drugs can be abused.
- Explain effects of tobacco use on personal hygiene, health, and safety.
- Explain why tobacco smoke is harmful to nonsmokers.
- Identify products that contain alcohol.
- List substances that should never be inhaled and explain why.
- Explain what medicines are and when some types of medicines are used.
- Explain why medicines should be administered as directed.
- Determine where to access home, school, and community health professionals.
- Understand the negative effects of tobacco, drugs, and alcohol on the human body

## Evidence of Learning

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Discussion

## Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"><li>• Role play</li><li>• Lecture</li><li>• Discussion</li><li>• Handouts</li><li>• Ice Breaker games</li></ul>	Weeks 26-31
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"><li>• Handouts</li><li>• Polyspots</li><li>• Hula hoops</li><li>• Cones</li><li>• DVDs</li></ul>	

- Online resources

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 3 Unit Six

<b>Unit title:</b> Disease Prevention and Control	
<b>Unit summary:</b> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce and manage disease.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.2.A.1, 2.1.2.A.2, 2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.E.1, 2.1.2.E.2, 2.1.2.E.3, 2.2.2.E.1, 2.3.2.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Explain what being “well” means and identify self-care practices that support wellness
2	Determine how personal feelings can affect one’s wellness.
3	Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches
4	Identify basic social and emotional needs of all people
5	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others
6	Determine the factors that contribute to healthy relationships.
<b>Big Idea:</b> Understanding how bacteria and viruses can affect the body.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics to describe good personal hygiene?</li> <li>• What is the difference between a communicable and a non-communicable disease?</li> <li>• What are some examples of bacteria?</li> <li>• What is the definition of a virus?</li> <li>• Can you identify parasites and how they infect the body?</li> <li>• What is important when it comes to understanding cancer awareness and prevention?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Bathing, showering, brushing teeth, washing hands, covering your mouth.</li> <li>• Non-communicable diseases include cardiovascular diseases and cancers. Some of these diseases can be prevented by proper diet and exercise. (e.g. Heart Disease)</li> <li>• Communicable diseases are often referred to as “Poverty” diseases.</li> <li>• A virus is an infection that can be transmitted from one living thing to another depending on severity.</li> <li>• Regularly visiting the doctor and dentist will</li> </ul>

<ul style="list-style-type: none"> <li>• What is Lyme disease and how can it be treated and prevented?</li> </ul>	<p>maintain a healthy lifestyle.</p>
<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Relate decision-making by self and others to one's health.</li> <li>• Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</li> <li>• Summarize symptoms of common diseases and health conditions.</li> <li>• Summarize strategies to prevent the spread of common diseases and health conditions.</li> <li>• Determine how personal feelings can affect one's wellness.</li> <li>• Explain why some foods are healthier to eat than others.</li> <li>• Explain what being "well" means and identify self-care practices that support wellness.</li> <li>• Explain what being "well" means and identify self-care practices that support wellness.</li> <li>• Understand the effects of different types of cancers and develop awareness.</li> <li>• Identify Lyme disease and its effects.</li> </ul>	
<b>Evidence of Learning</b>	
<p><b>Summative Assessment:</b> Field Observation</p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Teacher observation</li> <li>• Student work</li> </ul>	
<b>Lesson Plans</b>	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Role play</li> <li>• Lecture</li> <li>• Handouts</li> <li>• Discussion</li> </ul>	<p>Weeks 32-38</p>
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	
<b>Differentiating Instruction: Students with Disabilities, English Language Learners,</b>	

## and Gifted & Talented Students

### Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

### Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

### Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grades 4-5 Unit One

<b>Unit title:</b> Social, Emotional, and Mental Health	
<b>Unit summary:</b> Students will demonstrate the ability to use mental health knowledge skills, and strategies to enhance one’s self concept and one’s relationship with others.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.4.A.1, 2.1.4.A.2, 2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3, 2.1.4.E.1, 2.1.4.E.2, 2.1.4.E.3, 2.2.4.E.1, 2.3.4.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	The dimensions of wellness are interrelated and impact overall personal well-being.
2	Choosing a balanced variety of nutritious foods contributes to wellness.
3	The use of disease prevention strategies in home, school, and community promotes personal health.
4	Many factors at home, school, and in the community impact social and emotional health.
5	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
6	Many health-related situations require the application of a thoughtful decision-making process.
7	Use of drugs in unsafe ways is dangerous and harmful.
<b>Big Idea:</b> Recognize stress and learn coping mechanisms to attribute to one’s personal well-being.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are ways to handle stress management?</li> <li>• What are symptoms of a stressful situation?</li> <li>• What constitutes a healthy relationship?</li> <li>• What tactics can be used for good decision making?</li> <li>• What are characteristics of a bully and</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• To maintain healthy relationships, you must show care, considerations, and respect for self and others.</li> <li>• Components that promote a good personal well-being.</li> <li>• Interpersonal communication skills to enhance health.</li> <li>• There are many different bully prevention</li> </ul>

<p>what are bully prevention programs that can be used?</p> <ul style="list-style-type: none"> <li>• How does personal growth include the education of instruction on diversity and inclusion?</li> <li>• What are the accomplishments of African Americans in America throughout the years?</li> </ul>	<p>programs that can be used in schools to help the harassment, intimidation, and bullying cases.</p> <ul style="list-style-type: none"> <li>• Understand the importance of the acceptance of diversity and inclusion.</li> </ul>
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<p><b>Unit Learning Targets</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>• Explain how mental health impacts one’s wellness.</li> <li>• Summarize the causes of stress and explain ways to deal with stressful situations.</li> <li>• Demonstrate effective interpersonal communication in health- and safety-related situations.</li> <li>• Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</li> <li>• Determine how an individual’s character develops over time and impacts personal health.</li> <li>• Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.</li> <li>• Understand harassment, intimidation, and bullying. Develop a bully prevention program</li> <li>• Explain differences between people. Instruction on diversity and inclusion in the classroom.</li> <li>• Define the achievements of African Americans in America.</li> </ul>
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<b>Evidence of Learning</b>
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<b>Summative Assessment:</b> Field Observation
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<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Teacher observation</li> <li>• Student work</li> </ul>
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<b>Lesson Plans</b>
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<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Ice breaker games</li> <li>• Adventure activities</li> <li>• Handouts</li> </ul>	Weeks 1-6



<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



## Health Education – Grades 4-5 Unit Two

<b>Unit title:</b> Fitness and Nutrition	
<b>Unit summary:</b> Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.4.A.1, 2.1.4.A.2, 2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3, 2.1.4.E.1, 2.1.4.E.2, 2.1.4.E.3, 2.2.4.E.1, 2.3.4.A.1, 2.5.4.A.1, 2.6.4.A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	The dimensions of wellness are interrelated and impact overall personal well-being.
2	Choosing a balanced variety of nutritious foods contributes to wellness.
3	The use of disease prevention strategies in home, school, and community promotes personal health.
4	Many factors at home, school, and in the community impact social and emotional health.
5	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
6	Many health-related situations require the application of a thoughtful decision-making process.
7	Use of drugs in unsafe ways is dangerous and harmful.
<b>Big Idea:</b> The importance of making healthy food choices, displaying the ability to decipher a properly nutritional meal along with the importance of exercising regularly.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is the importance of exercising on a regular basis?</li> <li>• What is the definition of being physically fit?</li> <li>• What are some examples of nutritionally balanced meals?</li> <li>• How does the choice of food affect your body systems?</li> <li>• What is the purpose of setting fitness</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• To maintain a good fitness level, you have to exercise regularly.</li> <li>• Healthy food selection leads to a healthier, longer life.</li> <li>• Food choices and obesity rate as well as cardiovascular diseases.</li> <li>• Logging fitness and nutritional information for the purpose of obtaining healthy goals.</li> <li>• To promote health, safety, and physical</li> </ul>

goals? <ul style="list-style-type: none"> <li>• How many hours should students be exercising weekly in schools?</li> </ul>	education, students should have two and one-half hours of physical education class.
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<p><b>Unit Learning Targets</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>• Differentiate between healthy and unhealthy eating practices.</li> <li>• Create a healthy meal based on nutritional content, value, calories, and cost.</li> <li>• Interpret food product labels based on nutritional content.</li> <li>• Develop a personal health goal and track progress.</li> <li>• Explain the impact of participation in different kinds of service projects on community wellness.</li> <li>• Determine the physical, social, emotional, and intellectual benefits of regular physical activity.</li> <li>• Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.</li> <li>• Develop a health-related fitness goal and track progress using health/fitness indicators.</li> <li>• To promote health, safety, and physical education, students should have two and one-half hours of physical education class.</li> </ul>
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<b>Evidence of Learning</b>
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<b>Summative Assessment:</b> Field Observation
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<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Teacher observation</li> <li>• Student work</li> </ul>
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<b>Lesson Plans</b>
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<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Ice breaker games</li> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> </ul>	Weeks 7-11
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> </ul>	

- Polyspots
- Pedometers
- Fitness activities
- Jump Ropes
- Hula hoops
- Cones
- DVDs
- Online resources

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grades 4-5 Unit Three

<b>Unit title:</b> Safety, First Aid, and Injury Prevention	
<b>Unit summary:</b> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.4.A.1, 2.1.4.A.2, 2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3, 2.1.4.E.1, 2.1.4.E.2, 2.1.4.E.3, 2.2.4.E.1, 2.3.4.A.1,	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	The dimensions of wellness are interrelated and impact overall personal well-being.
2	Choosing a balanced variety of nutritious foods contributes to wellness.
3	The use of disease prevention strategies in home, school, and community promotes personal health.
4	Many factors at home, school, and in the community impact social and emotional health.
5	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
6	Many health-related situations require the application of a thoughtful decision-making process.
7	Use of drugs in unsafe ways is dangerous and harmful.
<b>Big Idea:</b> The students will have the ability to determine safe versus unsafe situations and understand how to react in case of an emergency.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What makes a situation unsafe?</li> <li>• How do you respond in emergency situations?</li> <li>• What are the characteristics of sexual abuse?</li> <li>• What are some examples of abuse?</li> <li>• What environmental conditions can affect personal health?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Apply appropriate behaviors for potentially dangerous situations.</li> <li>• Determine if there is a situation which includes a possibility of sexual abuse.</li> <li>• Using verbal and nonverbal responses can prevent child abuse.</li> <li>• Simple first aid procedures can be used in emergency situations.</li> </ul>

**Unit Learning Targets***Students will...*

- 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).
- Summarize the various forms of abuse and ways to get help.
- Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
- Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
- Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.

**Evidence of Learning****Summative Assessment:** Field Observation**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> <li>• Role play</li> </ul>	Weeks 12-20
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

**Differentiating Instruction:**

## Students with Disabilities, English Language Learners, and Gifted & Talented Students

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- Testing accommodations
- Authentic assessments

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- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

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- Pre-teaching of vocabulary and concepts
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- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



## Health Education – Grades 4-5 Unit Four

<b>Unit title:</b> Human Relationship, Sexuality, and Puberty	
<b>Unit summary:</b> Students will learn the social, emotional, and physical aspects to create positive human relationships, along with sexuality concepts to support a healthy lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.4.A.1, 2.1.4.A.2, 2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3, 2.1.4.E.1, 2.1.4.E.2, 2.1.4.E.3, 2.2.4.E.1, 2.3.4.A.1,	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	The dimensions of wellness are interrelated and impact overall personal well-being.
2	Choosing a balanced variety of nutritious foods contributes to wellness.
3	The use of disease prevention strategies in home, school, and community promotes personal health.
4	Many factors at home, school, and in the community impact social and emotional health.
5	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
6	Many health-related situations require the application of a thoughtful decision-making process.
7	Use of drugs in unsafe ways is dangerous and harmful.
8	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children
<b>Big Idea:</b> The ability to discuss relationships, sexuality, and puberty in a school environment as well as being able to communicate about sexuality with family members.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What makes a classroom environment more comfortable to discuss sexuality and puberty?</li> <li>• What are ways to discuss puberty and sexuality in a family setting?</li> <li>• What are some factors that affect puberty and development?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The class needs to be made aware that is okay to openly speak about puberty, sexuality and growing up.</li> <li>• Open communication throughout the family is a strong characteristic of maintaining a healthy relationship.</li> <li>• Puberty allows the body to become closer to</li> </ul>

<ul style="list-style-type: none"> <li>• What changes occur socially, emotionally, and physically during puberty?</li> <li>• How does society affect sexuality?</li> <li>• What are characteristics of signs of domestic violence?</li> <li>• What is child abuse and how can it be spotted?</li> <li>• What is gang violence and how can a prevention program be developed?</li> <li>• Understand sexual abuse and sexual assault and a prevention program to be utilized by school districts.</li> <li>• Suicide prevention and understanding feelings related to suicide awareness.</li> </ul>	<p>having children and is primarily decided by hereditary.</p> <ul style="list-style-type: none"> <li>• Children may be in a socially awkward stage throughout puberty, and will begin to develop physically.</li> <li>• The body image of people through society is sometimes distorted by what they think it ‘should be’ as opposed to reality.</li> <li>• Understanding domestic violence and/or child abuse.</li> <li>• Notice signs of gang violence and prevention.</li> <li>• Notice depression and suicide warnings.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Demonstrate effective interpersonal communication in health- and safety-related situations.
- Determine how an individual’s character develops over time and impacts personal health.
- Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- Explain why healthy relationships are fostered in some families and not in others.
- Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages.
- Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
- Relate the health of the birth mother to the development of a healthy fetus.
- Explain domestic violence and/or child abuse and how it can be determined.
- Identify gang violence and understand prevention techniques.
- Explain mental illness and how it may relate to suicide and prevention methods.
- Explain sexual abuse, assault, and violence?
- Determine prevention to suicide and understand awareness.

**Evidence of Learning**

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

### Lesson Plans

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> <li>• Role play</li> </ul>	Weeks 21-25
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

### Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grades 4-5 Unit Five

<b>Unit title:</b> Tobacco, Alcohol, and Other Drugs	
<b>Unit summary:</b> Students will gain knowledge about drugs and apply to life in order to live a healthy lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.4.A.1, 2.1.4.A.2, 2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3, 2.1.4.E.1, 2.1.4.E.2, 2.1.4.E.3, 2.2.4.E.1, 2.3.4.A.1,	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	The dimensions of wellness are interrelated and impact overall personal well-being.
2	Choosing a balanced variety of nutritious foods contributes to wellness.
3	The use of disease prevention strategies in home, school, and community promotes personal health.
4	Many factors at home, school, and in the community impact social and emotional health.
5	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
6	Many health-related situations require the application of a thoughtful decision-making process.
7	Use of drugs in unsafe ways is dangerous and harmful.
<b>Big Idea:</b> The students will gain knowledge and health enhancing strategies to avoid drug use.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are some ways people who misuse drugs can get help?</li> <li>• What are some examples of medicine, prescriptions, and over the counter drugs?</li> <li>• What are different ways the media influences drug, tobacco, and alcohol use?</li> <li>• Why are drugs and alcohol unhealthy for your body?</li> <li>• How does peer pressure and advertising play into drug use?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Rehabilitation centers are available for people with addictions.</li> <li>• Drugs affect hygiene, mental, physical, social, and emotional health.</li> <li>• Drugs are varied between illegal, prescription, and over the counter drugs.</li> <li>• All drugs are capable of being misused.</li> <li>• Media will sometimes portray drugs as being “cool” or have the people using the products enjoying themselves.</li> </ul>

<ul style="list-style-type: none"> <li>• What are different types of products that contain alcohol?</li> <li>• What are the effects of drugs, alcohol, and tobacco on the human body?</li> </ul>	<ul style="list-style-type: none"> <li>• Often times children are felt pressured into taking drugs or trying alcohol, they should say no and report the peer pressure.</li> <li>• All drugs are capable of being misused.</li> <li>• The abuse of drugs, alcohol, and tobacco are harmful to the brain and body.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Distinguish between over-the-counter and prescription medicines.
- Determine possible side effects of common types of medicines.
- Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
- Compare the short- and long-term physical effects of all types of tobacco use.
- Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
- Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
- Identify the short- and long- term physical effects of inhaling certain substances.
- Identify signs that a person might have an alcohol, tobacco, and/or drug use problem.
- Differentiate between drug use, abuse, and misuse.
- Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
- Understand the negative effects of tobacco, drugs, and alcohol on the human body

**Evidence of Learning**

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> <li>• Role play</li> </ul>	Weeks 26-31

<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

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- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grades 4-5 Unit Six

<b>Unit title:</b> Disease Prevention and Control	
<b>Unit summary:</b> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce and manage disease.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.4.A.1, 2.1.4.A.2, 2.1.4.B.1, 2.1.4.B.2, 2.1.4.B.3, 2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3, 2.1.4.E.1, 2.1.4.E.2, 2.1.4.E.3, 2.2.4.E.1, 2.3.4.A.1,	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	The dimensions of wellness are interrelated and impact overall personal well-being.
2	Choosing a balanced variety of nutritious foods contributes to wellness.
3	The use of disease prevention strategies in home, school, and community promotes personal health.
4	Many factors at home, school, and in the community impact social and emotional health.
5	Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
6	Many health-related situations require the application of a thoughtful decision-making process.
7	Use of drugs in unsafe ways is dangerous and harmful.
8	Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children
<b>Big Idea:</b> Understanding how bacteria and viruses can affect your body.	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics to describe good personal hygiene?</li> <li>• What is the difference between a communicable and a non-communicable disease?</li> <li>• How are diseases prevented?</li> <li>• How does one’s mental health impact one’s wellness?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Bathing, showering, brushing teeth, washing hands, covering your mouth.</li> <li>• Non-communicable diseases include cardiovascular diseases and cancers. Some of these diseases can be prevented by proper diet and exercise. (e.g. Heart Disease)</li> <li>• Communicable diseases are often referred to as “Poverty” diseases.</li> </ul>



<ul style="list-style-type: none"> <li>• What is important when it comes to understanding cancer awareness and prevention?</li> <li>• What is Lyme disease and how can it be treated and prevented?</li> </ul>	<ul style="list-style-type: none"> <li>• Precautionary methods can be used to control the spread of diseases.</li> <li>• Regularly visiting the doctor and dentist will maintain a healthy lifestyle.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- Explain how most diseases and health conditions are preventable.
- Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
- Explain how mental health impacts one’s wellness.
- Summarize the various forms of abuse and ways to get help.
- Demonstrate effective interpersonal communication in health- and safety-related situations.
- Use the decision-making process when addressing health-related issues.
- Explain when and how to seek help when experiencing a health problem.
- Determine possible side effects of common types of medicines.
- Explain what being “well” means and identify self-care practices that support wellness
- Understand the effects of different types of cancers and develop awareness.
- Identify Lyme disease and its effects.

**Evidence of Learning**

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> <li>• Role play</li> </ul>	Weeks 32-38

<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

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- Use of prompts
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- Authentic assessments

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- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

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- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 6 Unit One

<b>Unit title:</b> Social, Emotional, and Mental Health	
<b>Unit summary:</b> Students will demonstrate health promotion concepts and skills to support a healthy, active lifestyle, while discussing appropriate and inappropriate communication through social media and/or interpersonal communication.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.6.A.2, 2.1.6.B.2, 2.1.6.C.1, 2.1.6.D.2 , 2.1.6.D.4, 2.1.6.E.1, 2.3.6.A.1, 2.3.6.B.4, 2.3.6.C.1, 2.3.6.C.4, 2.4.6.A.1, 2.4.6.B.4, 2.4.6.C.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Staying healthy is a lifelong process that includes all dimensions of wellness.
2	Eating patterns are influenced by a variety of factors.
3	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
4	Social and emotional development impacts all components of wellness
5	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
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
7	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
8	Responsible actions regarding sexual behavior impact the health of oneself and others.
<b>Big Idea:</b> Respect and acceptance is important in a foundation of prevention and resolution of conflict. Healthy interaction in relationship display appropriate interpersonal communication.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are appropriate and inappropriate ways to communicate interpersonally? (e.g. texting, emailing, social media?)</li> <li>• What is sexting and how can it be considered sexual harassment?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• To understand appropriate and safe ways of communication.</li> <li>• To maintain healthy relationships, you much show care, consideration, and respect for self and others.</li> </ul>

<ul style="list-style-type: none"> <li>• What are ways to handle stress management?</li> <li>• How do we respond in emotional situations?</li> <li>• How can conflicts be resolved peacefully?</li> <li>• Why is it important to respect other people regardless of sexual orientation, gender, race, etc.</li> <li>• What are characteristics of a bully and what are bully prevention programs that can be used?</li> <li>• How does personal growth include the education of instruction on diversity and inclusion?</li> <li>• Suicide prevention and understanding feelings related to suicide awareness.</li> <li>• What are the accomplishments of African Americans in America throughout the years?</li> </ul>	<ul style="list-style-type: none"> <li>• Respect and acceptance will help in conflict and resolution.</li> <li>• Be aware of people and your surroundings to avoid stressful situations.</li> <li>• Respecting others will lead to less stress and a better all-around well-being.</li> <li>• There are many different bully prevention programs that can be used in schools to help the harassment, intimidation, and bullying cases.</li> <li>• Understand the importance of the acceptance of diversity and inclusion.</li> <li>• Notice depression and suicide warnings.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
- Explain what to do if abuse is suspected or occurs.
- Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
- Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
- Use effective decision-making strategies.
- Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- Predict situations that may challenge an individual's core ethical values.
- Analyze the characteristics of healthy friendships and other relationships.
- Understand harassment, intimidation, and bullying. Develop a bully prevention program
- Explain differences between people. Instruction on diversity and inclusion in the classroom.
- Explain mental illness and how it may relate to suicide and prevention methods.
- Define the achievements of African Americans in America.

**Evidence of Learning**

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

<b>Lesson Plans</b>	
<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Ice breaker games</li> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> </ul>	Weeks 1-6
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	






<b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b>	
<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul> <p>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> </ul>	

- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 6 Unit Two

<b>Unit title:</b> Fitness and Nutrition	
<b>Unit summary:</b> Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote healthy lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.6.A.2, 2.1.6.B.2, 2.1.6.C.1, 2.1.6.D.2 , 2.1.6.D.4, 2.1.6.E.1, 2.3.6.A.1, 2.3.6.B.4, 2.3.6.C.1, 2.3.6.C.4, 2.4.6.A.1, 2.4.6.B.4, 2.4.6.C.1, 2.5.6.A.1, 2.6.6A.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Staying healthy is a lifelong process that includes all dimensions of wellness.
2	Eating patterns are influenced by a variety of factors.
3	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
4	Social and emotional development impacts all components of wellness
5	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
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
7	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
<b>Big Idea:</b> The importance of making healthy food choices, displaying the ability to decipher a properly nutritional meal along with the importance of exercising regularly.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• Why is it important to exercise on a regular basis?</li> <li>• What is definition of being physically fit?</li> <li>• What are some examples of a nutritionally balanced meal?</li> <li>• How does the choice of food affect your body systems?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• To maintain a good fitness level, you have to exercise regularly.</li> <li>• Health food selection leads to a healthier longer life.</li> <li>• Food choices and effective obesity rate as well as cardiovascular diseases.</li> <li>• Keeping a log is a good tool to track overall</li> </ul>

<ul style="list-style-type: none"> <li>• What is the purpose of setting fitness goals and keeping a log?</li> <li>• How many hours should students be exercising weekly in schools?</li> </ul>	<p>physical activity outside of school.</p> <ul style="list-style-type: none"> <li>• To promote health, safety, and physical education, students should have two and one-half hours of physical education class.</li> </ul>
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<p><b>Unit Learning Targets</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</li> <li>• Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</li> <li>• Compare and contrast nutritional information on similar food products in order to make informed choices.</li> <li>• Apply personal health data and information to support achievement of one’s short- and long-term health goals.</li> <li>• Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.</li> <li>• Determine factors that influence food choices and eating patterns.</li> <li>• Analyze the social, emotional, and health benefits of selected physical experiences</li> <li>• Determine to what extent various activities improve skill-related fitness versus health-related fitness.</li> <li>• 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.</li> <li>• Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</li> <li>• To promote health, safety, and physical education, students should have two and one-half hours of physical education class.</li> </ul>
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**Evidence of Learning**

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Ice breaker games</li> <li>• Adventure activities</li> </ul>	Weeks 7-11



<ul style="list-style-type: none"> <li>• Fitness activities</li> <li>• Food label reports</li> <li>• Pedometer tracking</li> <li>• Handouts</li> <li>• Lecture</li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Track</li> <li>• Jump ropes</li> <li>• Pedometers</li> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers

- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 6 Unit Three

<b>Unit title:</b> Safety, First Aid, and Injury Prevention	
<b>Unit summary:</b> Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.6.A.2, 2.1.6.B.2, 2.1.6.C.1, 2.1.6.D.2 , 2.1.6.D.4, 2.1.6.E.1, 2.3.6.A.1, 2.3.6.B.4, 2.3.6.C.1, 2.3.6.C.4, 2.4.6.A.1, 2.4.6.B.4, 2.4.6.C.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Staying healthy is a lifelong process that includes all dimensions of wellness.
2	Eating patterns are influenced by a variety of factors.
3	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
4	Social and emotional development impacts all components of wellness
5	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
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
7	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
8	Responsible actions regarding sexual behavior impact the health of oneself and others.
<b>Big Idea:</b> The students will have the ability to determine safe versus unsafe situations and understand how to react in case of an emergency.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What makes a situation unsafe?</li> <li>• How do you respond in emergency situations?</li> <li>• What are some characteristics of sexual abuse?</li> <li>• What are some examples of abuse?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Apply appropriate behaviors for potentially dangerous or emergency situations.</li> <li>• Determine if there is a situation which includes a possibility of sexual abuse.</li> <li>• Using verbal and nonverbal responses to prevent child abuse.</li> </ul>

<ul style="list-style-type: none"> <li>• What environmental conditions can affect personal health?</li> </ul>	<ul style="list-style-type: none"> <li>• Simple first aid procedures can be used in emergency situations.</li> </ul>
<p><b>Unit Learning Targets</b> <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies</li> <li>• Explain what to do if abuse is suspected or occurs.</li> <li>• Summarize the components of the traffic safety system and explain how people contribute to making the system effective.</li> <li>• Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.</li> <li>• Use effective decision-making strategies.</li> <li>• Determine the validity and reliability of different types of health resources.</li> <li>• 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.</li> </ul>	
<p><b>Evidence of Learning</b></p>	
<p><b>Summative Assessment:</b> Field Observation</p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher assessment</li> <li>• Teacher observation</li> <li>• Student work</li> </ul>	
<p><b>Lesson Plans</b></p>	
<p><i>Activities</i></p>	<p><i>Timeframe</i></p>
<ul style="list-style-type: none"> <li>• Ice breaker games</li> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> </ul>	<p>Weeks 12-20</p>
<p><i>Teacher Resources</i></p>	<p><i>Teacher Note</i></p>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• DVDs</li> </ul>	

- Online resources

## **Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 6 Unit Four

<b>Unit title:</b> Puberty & Sexuality	
<b>Unit summary:</b> Students will demonstrate knowledge, social skills, and health-enhancing strategies to promote healthy growth and development.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.6.A.2, 2.1.6.B.2, 2.1.6.C.1, 2.1.6.D.2 , 2.1.6.D.4, 2.1.6.E.1, 2.3.6.A.1, 2.3.6.B.4, 2.3.6.C.1, 2.3.6.C.4, 2.4.6.A.1, 2.4.6.B.4, 2.4.6.C.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Staying healthy is a lifelong process that includes all dimensions of wellness.
2	Eating patterns are influenced by a variety of factors.
3	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
4	Social and emotional development impacts all components of wellness
5	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
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
7	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
8	Responsible actions regarding sexual behavior impact the health of oneself and others.
<b>Big Idea:</b> The ability to discuss puberty comfortably in a school environment as well as being able to communicate about sexuality to family members.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What makes a classroom environment more comfortable to discuss puberty?</li> <li>• What are ways to discuss puberty in the family setting?</li> <li>• What are some factors that affect puberty and development?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The class needs to be made aware that it is okay to openly speak about puberty/growing up.</li> <li>• Open communication throughout the family is a strong characteristic of maintaining a healthy relationship.</li> <li>• Puberty allows the body to become closer to</li> </ul>

<ul style="list-style-type: none"> <li>• What changes occur socially, emotionally, and physically during puberty?</li> <li>• How does society affect sexuality?</li> <li>• What is gang violence and how can a prevention program be developed?</li> <li>• Understand sexual abuse and sexual assault and a prevention program to be utilized by school districts.</li> </ul>	<ul style="list-style-type: none"> <li>• having children and is primarily decided by hereditary.</li> <li>• Children may be in a socially awkward stage throughout puberty, and will begin to develop physically.</li> <li>• The body image of people through society is sometimes distorted by what they think “should” be as opposed to reality.</li> <li>• Understanding domestic violence and/or child abuse.</li> <li>• Notice signs of gang violence and prevention.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Examine how personal assets and protective factors support healthy social and emotional development.
- Demonstrate successful resolution of a problem(s) among friends and in other relationships.
- Compare growth patterns of males and females during adolescence.
- Summarize strategies to remain abstinent and resist pressures to become sexually active.
- Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
- Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
- Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
- Identify prenatal practices that support a healthy pregnancy.
- Explain sexual abuse, assault, and violence?
- Determine prevention to suicide and understand awareness.

**Evidence of Learning**

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
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<ul style="list-style-type: none"> <li>• Ice breaker games</li> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> </ul>	Weeks 21-25
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding



- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 6 Unit Five

<b>Unit title:</b> Tobacco, Alcohol, and Other Drugs	
<b>Unit summary:</b> Students will gain knowledge about drugs and apply to life in order to live a healthy lifestyle.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.6.A.2, 2.1.6.B.2, 2.1.6.C.1, 2.1.6.D.2 , 2.1.6.D.4, 2.1.6.E.1, 2.3.6.A.1, 2.3.6.B.4, 2.3.6.C.1, 2.3.6.C.4, 2.4.6.A.1, 2.4.6.B.4, 2.4.6.C.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Staying healthy is a lifelong process that includes all dimensions of wellness.
2	Eating patterns are influenced by a variety of factors.
3	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
4	Social and emotional development impacts all components of wellness
5	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
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
7	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
8	Responsible actions regarding sexual behavior impact the health of oneself and others.
<b>Big Idea:</b> The students will gain knowledge and health enhancing strategies to avoid drug use.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are some ways people who misuse drugs can get help?</li> <li>• What are some examples of medicine, prescriptions, and over the counter drugs?</li> <li>• What are different ways the media influences drug, tobacco, and alcohol use?</li> <li>• Why are drugs and alcohol unhealthy for</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Rehabilitation centers are available for people with addictions.</li> <li>• Drugs affect hygiene, mental, physical, social, and emotional health.</li> <li>• Drugs are varied between illegal, prescription, and over the counter drugs.</li> <li>• All drugs are capable of being misused.</li> </ul>

<p>your body?</p> <ul style="list-style-type: none"> <li>• How does peer pressure and advertising play into drug use?</li> <li>• What are different types of products that contain alcohol?</li> <li>• What are the effects of drugs, alcohol, and tobacco on the human body?</li> </ul>	<ul style="list-style-type: none"> <li>• Media will sometimes portray drugs as being “cool” or have the people using the products enjoying themselves.</li> <li>• Often times children are felt pressured into taking drugs or trying alcohol, they should know to say no and report the peer pressure.</li> <li>• All drugs are capable of being misused.</li> <li>• The abuse of drugs, alcohol, and tobacco are harmful to the brain and body.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Determine how conflicting interests may influence one’s decisions.
- Predict situations that may challenge an individual’s core ethical values.
- 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.
- Compare information found on over-the-counter and prescription medicines.
- Explain the system of drug classification and why it is useful in preventing substance abuse.
- 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.
- Determine situations where the use of alcohol and other drugs influence decision making and can place one at risk.
- Explain how wellness is affected during the stages of drug dependency/addiction.
- Differentiate between drug use, abuse, and misuse.
- Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
- Understand the negative effects of tobacco, drugs, and alcohol on the human body.

**Evidence of Learning**

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Ice breaker games</li> </ul>	Weeks 26-31

<ul style="list-style-type: none"> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> </ul>	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	
<b>Differentiating Instruction: Students with Disabilities, English Language Learners, and Gifted &amp; Talented Students</b>	
<p>Examples of Strategies and Practices that Support Students with Disabilities:</p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul> <p>Examples of Strategies and Practices that Support Gifted &amp; Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul> <p>Examples of Strategies and Practices that Support English Language Learners:</p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> </ul>	

- Sentence frames
- Think-pair-share
- Cooperative learning groups

## Health Education – Grade 6 Unit Six

<b>Unit title:</b> Disease Prevention and Control	
<b>Unit summary:</b> Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce and manage disease.	
<b>Primary Interdisciplinary Connections:</b> English, Science	
<b>21<sup>st</sup> Century Career and Life Themes:</b> Global Awareness, Environmental Literacy, Health Literacy	
<b>Learning Targets</b>	
<b>NJSLS Standards:</b> 2.1.6.A.2, 2.1.6.B.2, 2.1.6.C.1, 2.1.6.D.2 , 2.1.6.D.4, 2.1.6.E.1, 2.3.6.A.1, 2.3.6.B.4, 2.3.6.C.1, 2.3.6.C.4, 2.4.6.A.1, 2.4.6.B.4, 2.4.6.C.1	
<b>Technology Standards:</b> 8.1.5.E.1	
<b>Content Statements:</b>	
1	Staying healthy is a lifelong process that includes all dimensions of wellness.
2	Eating patterns are influenced by a variety of factors.
3	Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
4	Social and emotional development impacts all components of wellness
5	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
6	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
7	There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
8	Responsible actions regarding sexual behavior impact the health of oneself and others.
<b>Big Idea:</b> Understanding how different viruses and bacteria can negatively affect your body function.	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are the characteristics to describe good personal hygiene?</li> <li>• What is the difference between a communicable and a non-communicable disease?</li> <li>• How are diseases prevented?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Bathing, showering, brushing teeth, washing hands, covering your mouth.</li> <li>• Non-communicable diseases include cardiovascular diseases and cancers. Some of these diseases can be prevented by proper diet and exercise. (e.g. Heart Disease)</li> </ul>

<ul style="list-style-type: none"> <li>• How does one’s mental health impact one’s wellness?</li> <li>• What is important when it comes to understanding cancer awareness and prevention?</li> <li>• What is Lyme disease and how can it be treated and prevented?</li> </ul>	<ul style="list-style-type: none"> <li>• Communicable diseases are often referred to as “Poverty” diseases.</li> <li>• Precautionary methods can be used to control the spread of diseases.</li> <li>• Regularly visiting the doctor and dentist will maintain a healthy lifestyle.</li> </ul>
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**Unit Learning Targets**

*Students will...*

- Summarize strategies to remain abstinent and resist pressures to become sexually active.
- Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy.
- Distinguish health issues that warrant support from trusted adults or health professionals.
- Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
- Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
- Determine the impact of public health strategies in preventing diseases and health conditions.
- Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.
- Explain how health data can be used to assess and improve each dimension of personal wellness.
- Explain what being “well” means and identify self-care practices that support wellness
- Understand the effects of different types of cancers and develop awareness.
- Identify Lyme disease and its effects.

**Evidence of Learning**

**Summative Assessment:** Field Observation

**Formative Assessments:**

- Teacher assessment
- Teacher observation
- Student work

**Lesson Plans**

<i>Activities</i>	<i>Timeframe</i>
<ul style="list-style-type: none"> <li>• Ice breaker games</li> <li>• Adventure activities</li> <li>• Handouts</li> <li>• Lecture</li> </ul>	Weeks 32-38

<i>Teacher Resources</i>	<i>Teacher Note</i>
<ul style="list-style-type: none"> <li>• Handouts</li> <li>• Polyspots</li> <li>• Hula hoops</li> <li>• Cones</li> <li>• DVDs</li> <li>• Online resources</li> </ul>	

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups



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Comprehensive Health and Physical Education  
Aug 21  
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[See POLICY ALERT Nos. 208, 217, 219, and 224]

## 2422 COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

The Board of Education requires all students to participate in a comprehensive, sequential, health and physical education program aligned with the New Jersey Student Learning Standards (NJSLS) that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The primary focus of the NJSLS is 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 requirements listed below address the need for students to gain knowledge and skill in caring for themselves, interacting effectively with others, and analyzing the impact of choices and consequences. The primary focus of the curriculum listed below is to help students develop concepts and skills that promote and influence healthy behaviors.

The NJSLS incorporate New Jersey statutes related to health and well-being of students in New Jersey schools. The following statutes incorporated into the NJSLS include, but are not limited to, the following requirements:

- K-6 UNIT 3 1. Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires regular courses of instruction in accident and fire prevention.
- N/A 2. Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires offering instruction on breast self-examination for students in grades seven through twelve.
- K-1 UNIT 1  
GRADE 2: UNIT 2  
GRADES 3-6: UNIT 1 3. Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs.
- K-6 UNIT 6 4. Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness by the Commissioner of Education.



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Comprehensive Health and Physical Education

N/A 5. Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence in grades seven through twelve.

GRADE 2 UNIT 5  
GRADE 3 UNIT 2 6.  
GRADES 4-6 UNIT 4

Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.

GRADE 2 UNIT 5 7.  
GRADE 3 UNIT 2  
GRADES 4-6 UNIT 4

Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students.

GRADES K-3 UNIT 4 8.  
GRADES 4-6 UNIT 2

Health, Safety, and Physical Education (N.J.S.A. 18A:35-5) requires that all students in grades one through twelve participate in at least two and one-half hours of health, safety, and physical education each school week.

GRADES K-6 UNIT 5 9.

Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines for each grade Kindergarten through twelve.

GRADES K-6 UNIT 4 10.

Lyme Disease Prevention (N.J.S.A. 18A:35-5.1 through 5.3) requires the development of Lyme Disease curriculum guidelines and training to all teaching staff members who instruct students with Lyme Disease.

N/A 11. Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades nine through twelve.

GRADES 4-6 UNIT 4 12.

Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program by the Commissioner of Education for utilization by school districts.

GRADE 6 UNIT 4 13.

Stress Abstinence (N.J.S.A. 18A:35-4.19 through N.J.S.A. 18A:35-4.22), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.



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Comprehensive Health and Physical Education

GRADES 4-5 UNIT 4  
GRADE 6 UNIT 1

Suicide Prevention (N.J.S.A. 18A:6-111 through 113) requires instruction in suicide prevention in public schools.

N/A

15. Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (N.J.S.A. 18A:35-4.28 and 18A:35-4.29) requires public high schools and charter schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

N/A

16. Sexually Explicit Images through Electronic Means (N.J.S.A. 18A:35-4.32 and 4.33) requires instruction, once during middle school, on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means.

N/A

17. History of Disabled and LGBT Persons (N.J.S.A. 18A:35-4.35 and 4.36) requires instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people for middle and high school students.

GRADE 6 UNIT 18.

Financial Literacy (N.J.S.A. 18A:35-4.34) requires instruction with basic financial literacy necessary for sound financial decision-making in each of the grades six through eight.

GRADES 4-6 UNIT 4 19.

Sexual Abuse and Assault Awareness and Prevention Education (N.J.S.A. 18A:35-4.5a) requires age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through twelve.

GRADES K-2 UNIT 2 20.  
GRADES 3-6 UNIT 1

Curriculum to Include Instruction on Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) requires instruction on diversity and inclusion in an appropriate place in the curriculum for students in grades Kindergarten through twelve.



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Comprehensive Health and Physical Education

- GRADE 6 UNIT 4 21. Incorporation of Age-Appropriate Instruction Relative to Consent for Physical Contact and Sexual Activity (N.J.S.A. 18A:35-4.38) requires age-appropriate instruction in grades six through twelve on the law and meaning of consent for physical contact and sexual activity.
- GRADES K-6 UNIT 1 22. Health Curriculum to Include Instruction on Mental Health (N.J.S.A. 18A:35-4.39) requires health education programs to include instruction on mental health and the relation of physical and mental health for students in grades Kindergarten through twelve.
- N/A 23. Information About "New Jersey Safe Haven Infant Protection Act" Included in Public School Curriculum (N.J.S.A. 18A:35-4.40) information on the provisions of the "New Jersey Safe Haven Infant Protection Act" shall be included in curriculum for public school students in grades nine through twelve.
- GRADES K-6 UNIT 1 24. Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.
- GRADES K-6 UNIT 2 2519. Other Statutory or Administrative Codes. The Board will incorporate into its health and physical education curriculum any other requirements of the NJSLS in Comprehensive Health and Physical Education.

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

