

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Wellness	
Grade Level: PreK	
Unit Summary: Students are introduced to concepts of wellness and health.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness • 2.1.2.C.1 Summarize symptoms of common diseases and health conditions • 2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions. <p><i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations. • 2.2.2.E.1 Determine where to access home, school, and community health professionals. 	
Unit Essential Questions <ul style="list-style-type: none"> • What is wellness? • What is health? • How can I stay healthy? • Who can help me to stay healthy? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Wellness is physical, emotional, social, and mental well-being • Doctors, dentists, and nurses are available in the community • Handwashing, rest, cleanliness, and healthy eating habits
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Identify health and wellness as more than the absence of disease • Identify and demonstrate basic healthcare practices such as handwashing, appropriate amounts of rest, cleanliness, and healthy eating habits • Identify community members and people they know who can assist in wellness 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Teacher Observation 	
Formative Assessment <ul style="list-style-type: none"> • Teacher Observation • Student-Teacher Collaboration 	
Lesson Plans	
Lesson	Timeframe
Cleanliness <ul style="list-style-type: none"> • Target Skill – Handwashing • Target Strategy – Class Discussion • Target Strategy – Skill Practice 	1 day

<p>Doctors and Dentists and Nurses, Oh My!</p> <ul style="list-style-type: none">• Target Skill – Identifying health care professionals• Target Strategy – Class Discussion• Target Strategy – Individual meetings with nurse	<p>1 day</p>
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Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Stranger Danger	
Grade Level: PreK-2	
Unit Summary: Students will learn the differences between strangers, acquaintances, and trusted adults as well as safe and appropriate behaviors/touches	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> 2.1.2.D.2 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. 	
Unit Essential Questions <ul style="list-style-type: none"> Who are strangers? Who are acquaintances? Who can I trust? What kind of behaviors or touches are bad? 	Unit Enduring Understandings <ul style="list-style-type: none"> I don't know strangers Adults should not do things that are secrets or make me uncomfortable
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Describe and give examples of strangers, acquaintances, and trusted adults Verbalize that behaviors or touching that makes them uncomfortable or that they are told to keep secret are inappropriate Determine strategies such as yelling "NO" and running away if they are approached by a person who they think is putting them in danger 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> Teacher Observation 	
Formative Assessment <ul style="list-style-type: none"> Teacher Observation Student Teacher Collaboration 	
Lesson Plans	
Lesson	Timeframe
Stranger Danger <ul style="list-style-type: none"> Target Skill – Differentiate between strangers, acquaintances, and trusted adults Target Strategy – Class discussion Target Strategy – Role playing 	1 day
Shout "No way" and run away <ul style="list-style-type: none"> Target Skill – Identifying inappropriate 	1 day

<p>behaviors</p> <ul style="list-style-type: none">• Target Skill – Stopping inappropriate behaviors• Target Strategy – Class Discussion• Target Strategy – Individual Skill Practice	
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Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Body Parts	
Grade Level: Kindergarten	
Unit Summary: Students will learn correctly name different body parts and explain what the different parts of the body do	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> 2.1.2.A.2 Use correct terminology to identify body parts, and explain how body parts work together to support wellness. 	
Unit Essential Questions <ul style="list-style-type: none"> What are the correct names for my body parts? What do my organs do? How do parts of my body work together? 	Unit Enduring Understandings <ul style="list-style-type: none"> Correct body part names Stomach = digestion, Heart = blood, Lungs = air, bones = support and protection
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Identify heart, lungs, and stomach and describe what those organs do Describe what bones do Determine various ways to keep your body parts healthy Describe how certain parts work together (i.e. heart pump blood, lungs put oxygen in blood, bones protect heart and lungs). 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> Body part diagram 	
Formative Assessment <ul style="list-style-type: none"> Teacher Observation 	
Lesson Plans	
Lesson	Timeframe
Body Parts <ul style="list-style-type: none"> Target Skill – Identify and determine the function of various body parts Target Strategy – Class discussion Target Strategy – Visual representation 	1 day
Working Together – How your body works together to keep you healthy <ul style="list-style-type: none"> Target Skill – Describe how various body parts and systems work together Target Function – Class Discussion 	1 day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Nutrition	
Grade Level: Kindergarten	
Unit Summary: Students will be introduced to the concept of a healthy diet and the nutritional pros and cons of individual foods.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> • 2.1.2.B.1 Explain why some foods are healthier to eat than others. • 2.1.2.B.2 Explain how foods in the food pyramid differ in nutritional content and value. • 2.1.2.B.3 Summarize information about food found on product labels 	
Unit Essential Questions <ul style="list-style-type: none"> • What is the food pyramid? • What is a nutrient? • What food is healthy? • What food is unhealthy? • Can I still eat the things that I like? • What do food labels mean? 	Unit Enduring Understandings <ul style="list-style-type: none"> • The food pyramid classifies types of foods • Your body needs a variety of different foods to get all of the nutrients it needs • Balanced diet/moderation • Food labels contain nutritional information such as calories, fat, sugar, protein, vitamins, and sodium
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Recognize the food pyramid and name some of the levels • Correctly categorize foods on the food pyramid • Define a nutrient • Formulate an opinion on whether or not certain foods are healthy • Describe various information that can be found on a food label. 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Food pyramid Demonstration 	
Formative Assessment <ul style="list-style-type: none"> • Teacher Observation • Placement of foods into pyramid categories 	
Lesson Plans	
Lesson	Timeframe
Food Pyramid <ul style="list-style-type: none"> • Target Skill – Identify the food pyramid • Target Skill – Place foods on their correct level of the pyramid 	1 day

<ul style="list-style-type: none"> • Target Strategy – Class Discussion • Target Strategy – Individual Skill Practice • Target Strategy – Individual diagrams 	
<p>To Eat or Not To Eat</p> <ul style="list-style-type: none"> • Target Skill – Explain what nutrients are • Target Skill – Determine the nutritional value of various foods • Target Skill – enjoy a variety of foods as part of a healthy and balanced diet • Target Strategy – Class discussion • Target Strategy – Individual skill practice 	1 day
<p>Food Labels</p> <ul style="list-style-type: none"> • Target Skill – summarize information that can be found on food labels • Target Strategy – Class discussion • Target Strategy –visual demonstration 	

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Making the choice to be healthy and safe	
Grade Level: 1 st Grade	
Unit Summary: Students are introduced to the concept of decision making and how it affects their health	
Learning Targets	
New Jersey Core Curriculum Content Standards: <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 2.1.2.D.3 Identify procedures associated with pedestrian, bicycle, and traffic safety. <p><i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting. 2.2.2.B.2 Relate decision-making by self and others to one's health. 2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions. 2.2.2.B.4 Select a personal health goal and explain why setting a goal is important. 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> What is decision making? What factors help me make decisions? How can my decisions affect my health? What can help me make the right decisions? 	<ul style="list-style-type: none"> Think first, then do Practice safe habits
Unit Learning Targets <i>Students will:</i>	
<ul style="list-style-type: none"> Determine what decisions they can make that influence their health Explain what things and people influence their decisions Verbalize safe habits such as wearing a bicycle helmet, staying on the sidewalk, crossing in crosswalks, and wearing seatbelts 	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> Teacher Observation Verbal recitation 	
Formative Assessment	
<ul style="list-style-type: none"> Teacher Observation Student Teacher Collaboration 	
Lesson Plans	
Lesson	Timeframe
Decision Making <ul style="list-style-type: none"> Target Skill – Thinking before you act Target Strategy – Class Discussion 	1 day

<p>Stay Safe on the Road</p> <ul style="list-style-type: none">• Target Skill – always wear a seatbelt• Target Skill – always wear a bicycle helmet• Target Skill – Sidewalks and crosswalks• Target Strategy – class discussion	1 day
<p>Goal Setting</p> <ul style="list-style-type: none">• Target Skill – Determine a health goal• Target Strategy – Teacher directed individual work	1 day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Medicine, Alcohol, and drugs	
Grade Level: 1 st Grade	
Unit Summary: Appropriate use of prescription medication, safe practices for prescription medication, and drug and alcohol awareness.	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards: <i>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.3.2.A.1 Explain what medicines are and when some types of medicines are used. • 2.3.2.A.2 Explain why medicines should be administered as directed. • 2.3.2.B.1 Identify ways that drugs can be abused. • 2.3.2.B.2 Explain effects of tobacco use on personal hygiene, health, and safety. • 2.3.2.B.3 Explain why tobacco smoke is harmful to nonsmokers. • 2.3.2.B.4 Identify products that contain alcohol. • 2.3.2.B.5 List substances that should never be inhaled and explain why. • 2.3.2.C.1 Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs. • 2.3.2.C.2 Explain that people who abuse alcohol, tobacco, and other drugs can get help. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How and why are medicines used? • Why are tobacco products unhealthy? • Why is alcohol unhealthy? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Use medicines only as directed • Alcohol, Tobacco, and other drugs can have serious health consequences • There are ways to get help?
<p>Unit Learning Targets <i>Students will:</i></p> <ul style="list-style-type: none"> • Identify various reasons for medicine to be used • Determine what the appropriate way to use medicines are • Identify various alcohol and tobacco products • Describe health consequences of using or abusing alcohol and tobacco • Verbalize that inhalants are extremely dangerous and should never be tried • Describe various ways that a person can get help with a drug, alcohol, or tobacco problem 	
Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher Observation • Alcohol worksheet • Tobacco worksheet 	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher Observation • Assessment questions 	

Lesson Plans	
Lesson	Timeframe
Medicines <ul style="list-style-type: none"> • Target Skill – Proper use of medicines • Target Strategy – Class Discussion 	1 day
Tobacco and Alcohol <ul style="list-style-type: none"> • Target Skill – Health consequences of tobacco/alcohol • Target Skill – Ways to get help • Target Strategy – Class discussion • Target Strategy – Written worksheet 	2 days
Inhalants <ul style="list-style-type: none"> • Target Skill – Identifying inhalants and their dangers • Target Strategy – Class discussion 	1 day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Families	
Grade Level: 2 nd Grade	
Unit Summary: Students will learn about different kinds of families and the roles that individuals play	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> • 2.4.2.A.1 Compare and contrast different kinds of families locally and globally. • 2.4.2.A.2 Distinguish the roles and responsibilities of different family members. • 2.4.2.A.3 Determine the factors that contribute to healthy relationships. • 2.4.2.B.1 Compare and contrast the physical differences and similarities of the genders. • 2.4.2.C.1 Explain the factors that contribute to a mother having a healthy baby. 	
Unit Essential Questions <ul style="list-style-type: none"> • What are different kinds of families? • What do different family members do? • How are boys and girls different? • How are boys and girls the same? • What happens when mothers have babies? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Traditional, extended, and blended families • Similarities and differences between genders • Mothers do various things to in order to have a healthy baby
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Describe traditional, single parent, extended, and blended families • Describe various responsibilities performed by family members • Compare and contrast genders • Describe healthy practices mothers follow in order to have a healthy baby 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Teacher Observation • Families drawing project 	
Formative Assessment <ul style="list-style-type: none"> • Teacher Observation • Student-Teacher Collaboration 	
Lesson Plans	
Lesson	Timeframe
Different Families <ul style="list-style-type: none"> • Target Skill – compare and contrast traditional, single parent, extended, and blended families 	2 days

<ul style="list-style-type: none"> • Target Skill – Define familial roles • Target Skill – Name and categorize family members • Target Strategy – Class Discussion • Target Strategy – “Family Portrait” drawing project 	
<p>Boys and Girls</p> <ul style="list-style-type: none"> • Target Skill – compare and contrast genders and gender roles • Target Strategy – Class discussion 	1 day
<p>Healthy babies</p> <ul style="list-style-type: none"> • Target Skill – ways which a mother affects the health of an unborn baby • Target Strategy – Class Discussion 	1 day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Character Counts	
Grade Level: 2 nd Grade	
Unit Summary: Students will engage in activities that develop empathy, sensitivity, and good character with an emphasis on how their actions affect the wellness of themselves and others.	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards:</p> <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.1.2.C.3 Determine how personal feelings can affect one’s wellness. • 2.1.2.E.1 Identify basic social and emotional needs of all people. • 2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. • 2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children. <p><i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations. • 2.2.2.C.1 Explain the meaning of character and how it is reflected in the thoughts, feelings, and actions of oneself and others. • 2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities. • 2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are emotions? • How do feelings affect my health? • How can I resolve conflicts? • What is character? • How does my character affect my health? • How can my character affect the health of others? • What are disabilities? • How should I treat others with disabilities? • What is service? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Emotions and feelings • Resolving conflicts through talking and mediation • Character is how you act when no one is looking • People with disabilities should be treated with courtesy and respect • Service is doing something for someone else
<p>Unit Learning Targets</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Discuss emotions and feelings and how to deal with them • Describe social and emotional health • Describe and engage in various methods of conflict resolution • Define character • Describe ways that character can affect personal health and the health of others • List several types of disabilities 	

- Develop strategies for including others with disabilities
- Develop and participate in a service project

Evidence of Learning

Summative Assessment

- Teacher Observation
- Conflict Resolution role playing activity
- Student directed service project

Formative Assessment

- Teacher Observation
- Student-Teacher Collaboration

Lesson Plans

Lesson	Timeframe
Feelings and emotions <ul style="list-style-type: none"> • Target Skill – Understanding different emotions • Target Strategy – Class discussion • Target Strategy – Drawing project 	1 day
Conflict Resolution <ul style="list-style-type: none"> • Target Skill – Conflict resolution • Target Strategy – Class Discussion • Target Strategy – Small group role playing 	2 days
Differences and disabilities <ul style="list-style-type: none"> • Target Skill – recognizing and understanding disabilities • Target Strategy – Class discussion 	1 day
Character Counts <ul style="list-style-type: none"> • Target Skill – Six pillars of character • Target Strategy – Class discussion • Target Strategy – Drawing project 	1 day
Service Project <ul style="list-style-type: none"> • Target Skill – Service project • Target Strategy – Develop and implement class service project 	2 days

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Fire Prevention Week	
Grade Level: PreK-2	
Unit Summary: Students will be introduced to firefighters, firefighting tools, and fire safety procedures.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> 2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 	
Unit Essential Questions <ul style="list-style-type: none"> What causes fires? What do firefighters look like? What do firefighters do? What do I do if there is a fire? How can I prevent fires? What is a fire safety plan? 	Unit Enduring Understandings <ul style="list-style-type: none"> Never play with matches Change batteries in smoke alarms Know where to go if there is a fire Stay low, check for heat Stop, drop, and roll
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Describe various ways that fire can be started Develop various safety procedures to avoid fires Determine what firefighters look like, what safety equipment looks like, and what firefighters do Discuss fire safety plans and help develop a plan for their family 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> Teacher Observation Fire Safety worksheet 	
Formative Assessment <ul style="list-style-type: none"> Teacher Observation Student-Teacher Collaboration 	
Lesson Plans	
Lesson	Timeframe
Fire Safety Assembly <ul style="list-style-type: none"> Target Skill – familiarity with firefighters, fire prevention, and fire safety Target Strategy – assembly 	1 day
Fire Safety Plan <ul style="list-style-type: none"> Target Skill – Fire safety plan Target Strategy – Class discussion Target Strategy – Individual skill work 	1 day
Firetruck tour	1 day

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| <ul style="list-style-type: none">• Target Skill – Familiarize with firefighters and fire prevention• Target Strategy – small group presentation | |
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Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Wellness and nutrition	
Grade Level: 3 rd Grade	
Unit Summary: Students review the four dimensions of wellness and how their choices affect wellness. Concepts pertaining to nutrition will also be explored.	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards:</p> <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • 2.1.4.A.2 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact. • 2.1.4.B.1 Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively. • 2.1.4.B.2 Differentiate between healthy and unhealthy eating practices • 2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost. • 2.1.4.B.4 Interpret food product labels based on nutritional content. • 2.1.4.C.3 Explain how mental health impacts one's wellness. <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.6.4.A.4 Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is wellness? • How do the different dimensions of wellness affect each other? • Why should I choose healthy foods? • What things are healthy and unhealthy to eat? • How can I eat for optimum health? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Wellness is a state of physical, mental, social, and emotional well-being • The dimensions of wellness are interconnected and affect each other • Balanced diet that is low in fat and sugar is best • There are healthy eating options in almost any situation
<p>Unit Learning Targets</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • List and describe the four dimensions of wellness • Determine how the dimensions of wellness are interconnected • Recognize that a balanced diet, that is low in fat, sugar, and processed food is healthiest • Recognize that nutritional needs vary based on size, age, activity level, and other factors • Read and understand nutrition labels • Plan a meal 	
Evidence of Learning	
Summative Assessment	

<ul style="list-style-type: none"> • Teacher Observation • Meal planning project 	
Formative Assessment <ul style="list-style-type: none"> • Teacher Observation • Student-Teacher Collaboration • Nutrition worksheet 	
Lesson Plans	
Lesson	Timeframe
Wellness <ul style="list-style-type: none"> • Target Skill – 4 dimensions of wellness • Target Strategy – Class discussion 	1 day
Diet Fundamentals <ul style="list-style-type: none"> • Target Skill – Fat, protein, carbohydrates, sugars • Target Strategy – Class discussion • Target Strategy – Food pyramid worksheet 	1 day
Nutrition labels/Meal planning <ul style="list-style-type: none"> • Target Skill – Read and understand nutrition labels • Target Skill – Meal planning • Target Strategy – Class discussion • Target Strategy – small group activity • Target Strategy – In-class sharing 	2 days

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Preventing Diseases and injuries	
Grade Level: 3 rd Grade	
Unit Summary: Concepts of disease prevention, cleanliness, proper food handling. Concepts of safety, injury prevention, safe vs unsafe situations, and basic first aid.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> • 2.1.4.C.1 Explain how most diseases and health conditions are preventable. • 2.1.4.C.2 Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions. • 2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). • 2.1.4.D.3 Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation. • 2.1.4.D.4 Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning. 	
Unit Essential Questions <ul style="list-style-type: none"> • How can I prevent diseases? • What are some practices I should always follow to stay disease free? • What can I do to avoid injury? • What types of injuries can occur on the road? • What can I do to stay safe on the road? • What is first aid? • What can I do if I or someone else is injured? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Sanitation, handwashing, and food safety • Germs spread through coughing, sneezing, and touching • Think about repercussions before you act • Seatbelts and bicycle helmets should always be worn • Stay on sidewalks and crosswalks • Pressure on bleeding, cleaning wounds, and calling 911
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Describe basic practices that will reduce or prevent diseases • Demonstrate proper handwashing practices • Describe basic food handling practices such as refrigeration, thorough cooking, and avoiding cross-contamination • List basic safety rules for riding in cars • List basic safety rules for bicycles, skateboards, roller blades, and other forms of transportation • Describe reasons for the use of safe practices when riding or walking near roads or traffic • List basic first aid procedures and describe how to treat minor injuries 	

Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Teacher Observation • Food Safety worksheet • First aid worksheet 	
Formative Assessment <ul style="list-style-type: none"> • Teacher Observation • Student-Teacher Participation 	
Lesson Plans	
Lesson	Timeframe
Food Safety <ul style="list-style-type: none"> • Target Skill – Safe food Handling Practices • Target Strategy – Class Discussion • Target Strategy - Worksheet 	1 Day
Disease Prevention <ul style="list-style-type: none"> • Target Skill – Basic ways to prevent diseases • Target Strategy – Class discussion 	1 Day
Injury Prevention <ul style="list-style-type: none"> • Target Skill – Preventing injuries • Target Strategy – Class Discussion 	1 Day
Vehicle Safety <ul style="list-style-type: none"> • Target Skill – Vehicle Safety • Target Strategy – Class Discussion 	1 Day
First Aid <ul style="list-style-type: none"> • Target Skill – First Aid • Target Strategy – Class Discussion • Target Strategy – Worksheet 	1 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Healthy Decision Making	
Grade Level: 3 rd Grade	
Unit Summary: Introduce and expound upon previously learned decision making strategies. Identify health care services and resources to assist in decision-making, treatment, and lifestyle choices.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i>	
<ul style="list-style-type: none"> • 2.2.4.B.1 Use the decision-making process when addressing health-related issues. • 2.2.4.B.2 Differentiate between situations when a health-related decision should be made independently or with the help of others. • 2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors. • 2.2.4.B.4 Develop a personal health goal and track progress. • 2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies. • 2.2.4.E.2 Explain when and how to seek help when experiencing a health problem. 	
Unit Essential Questions <ul style="list-style-type: none"> • How can I make healthy choices? • What factors influence my choices positively or negatively? • Who can help me make healthy choices? • When should I ask for help? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Many different things influence my health decisions, but ultimately the decision is mine. • Health resources are available in my school and community • There are situations where I need to seek help.
Unit Learning Targets <i>Students will:</i>	
<ul style="list-style-type: none"> • Determine factors that influence health decisions • Analyze the influence that peers, family, media, and technology have on health decisions • Demonstrate decision making skills regarding diet, exercise, risk taking, and other health issues • Determine health services and resources available to them • Analyze what specific ways different resources offer assistance • Describe circumstances where assistance is needed and how to get that assistance 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Teacher Observation 	
Formative Assessment <ul style="list-style-type: none"> • Teacher Observation • Student Teacher Collaboration • Lesson Summaries 	

Lesson Plans	
Lesson	Timeframe
Decision Making <ul style="list-style-type: none"> • Target Skill – Decision making • Target Strategy – Class Discussion 	1 Day
Health Influences <ul style="list-style-type: none"> • Target Skill – Analyze influences on decision making • Target Strategy – Class Discussion • Target Strategy – Written lesson feedback 	1 Day
Health Resources <ul style="list-style-type: none"> • Target Skill – Describe available healthcare resources and how to use them • Target Strategy – Class Discussion • Target Strategy – Written Lesson Feedback 	2 Days

Unit Overview

Content Area:
Comprehensive Health and Physical Education

Unit Title:
Family and Group Dynamics

Grade Level:
4th Grade

Unit Summary:
Students will review and expand upon different kinds of families and how those families work. They will also learn about family and gender roles, different types of abuse, and how to get help.

Learning Targets

New Jersey Core Curriculum Content Standards:

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

- 2.1.4.D.2 Summarize the various forms of abuse and ways to get help.
- 2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.
- 2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.
- 2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.

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

- 2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.
- 2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.

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

- 2.4.4.A.1 Explain how families typically share common values, provide love and emotional support, and set boundaries and limits.
- 2.4.4.A.2 Explain why healthy relationships are fostered in some families and not in others.

<p>Unit Essential Questions</p> <ul style="list-style-type: none">• What is a family?• What do families do for each other?• How do I deal with things I don't like?• What is stress?• How can I get along with others?• What is abuse and what can I do about it?	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none">• Different forms of family units• Families should provide love, support, and protection• Conflict resolution• Help is available for abusive situations
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Unit Learning Targets

Students will:

- Determine several different kinds of family units
- List several ways that family members interact with and provide for one another.
- Develop a "family portrait" that identifies each member of their family and that individual's role in the family structure.
- Understand strategies for successful conflict resolution
- Understand causes of stress and strategies for stress management

<ul style="list-style-type: none"> • Compare and contrast physical, emotional, and sexual abuse • Determine various resources to utilize in case of abusive situations 	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> • Teacher Observation • “My Family Portrait” project 	
Formative Assessment	
<ul style="list-style-type: none"> • Teacher Observation • Student-Teacher Collaboration 	
Lesson Plans	
Lesson	Timeframe
Families <ul style="list-style-type: none"> • Target Skill – Identify different types of family units • Target Strategy – Class Discussion 	1 Day
My Family Portrait <ul style="list-style-type: none"> • Target Skill – Identify individual family members and what their role in the family unit is • Target Strategy – Class Discussion • Target Strategy – Individual artistic work 	1 Day
Stress Busters <ul style="list-style-type: none"> • Target Skill – Determine various causes of stress • Target Skill – Define and use different stress management techniques • Target Strategy – Class Discussion • Target Strategy – Small Group Role Playing Activity 	1 Day
Conflict Resolution <ul style="list-style-type: none"> • Target Skill – conflict resolution • Target Strategy – Class Discussion • Target Strategy – Small Group Role Playing Activity 	1 Day
Stopping Abuse <ul style="list-style-type: none"> • Target Skill – Define physical, mental, and sexual abuse • Target Skill – Taking appropriate steps to get help in cases of abuse • Target Strategy – Class Discussion 	1 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Drugs, Alcohol, Tobacco, and Medicines	
Grade Level: 4 th Grade	
Unit Summary: Information and strategies regarding drugs, alcohol, tobacco, and medicines: Appropriate and inappropriate uses, consequences and side effects, and treatment.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> • 2.3.4.A.1 Distinguish between over-the-counter and prescription medicines. • 2.3.4.A.2 Determine possible side effects of common types of medicines. • 2.3.4.B.1 Explain why it is illegal to use or possess certain drugs/substances and the possible consequences. • 2.3.4.B.2 Compare the short- and long-term physical effects of all types of tobacco use. • 2.3.4.B.3 Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers. • 2.3.4.B.4 Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse. • 2.3.4.B.5 Identify the short- and long- term physical effects of inhaling certain substances. • 2.3.4.C.1 Identify signs that a person might have an alcohol, tobacco, and/or drug use problem. • 2.3.4.C.2 Differentiate between drug use, abuse, and misuse. • 2.3.4.C.3 Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs. 	
Unit Essential Questions <ul style="list-style-type: none"> • What is the difference between prescription and over the counter medicines? • What are side effects? • What are the dangers of drugs, alcohol, and tobacco? • How do I know if someone has a problem? • What influences lead people to use drugs, alcohol, and tobacco? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Use medicines as directed • Drugs, alcohol, and tobacco can be very dangerous •
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Describe the difference between prescription and over the counter medications • Define side effects • List various dangers of drug, alcohol, and tobacco use • Discuss why some substances are illegal for certain ages or illegal altogether 	

<ul style="list-style-type: none"> • Define and analyze the risks of second hand smoke • Summarize short and long term effects of drug, alcohol, and tobacco use and abuse • Describe assistance that people who have a drug or alcohol problem can get • Analyze factors that influence children and teenagers to use drugs, alcohol, or tobacco 	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> • Teacher Observation • Drug, Alcohol, and Tobacco worksheets • Lesson Summaries 	
Formative Assessment	
<ul style="list-style-type: none"> • Teacher Observation • Student-Teacher Collaboration 	
Lesson Plans	
Lesson	Timeframe
Medicines <ul style="list-style-type: none"> • Target Skill – Compare/contrast OTC and prescription drugs, appropriate uses, and side effects • Target Strategy – Class Discussion • Target Strategy – Written Lesson Summary 	1 Day
Drugs, Alcohol, Tobacco <ul style="list-style-type: none"> • Target Skill – Effects of drug, alcohol, and tobacco use and abuse • Target Strategy – Class Discussion 	1 Day
Influences <ul style="list-style-type: none"> • Target Skill – Identify and analyze influences to use drugs, alcohol, and tobacco • Target Strategy – Class Discussion • Target Strategy – Written lesson summary 	2 Days

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Family Life	
Grade Level: 4 th Grade	
Unit Summary: Introduction to changes that happen during puberty. Introduction to conception, pregnancy, and birth.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> 2.4.4.B.1 Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages. 2.4.4.C.1 Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy. 2.4.4.C.2 Relate the health of the birth mother to the development of a healthy fetus. 	
Unit Essential Questions <ul style="list-style-type: none"> What is puberty? What changes occur during puberty? When does puberty happen? Where do babies come from? How does a mother's health affect her unborn baby? 	Unit Enduring Understandings <ul style="list-style-type: none"> Puberty is the process of becoming an adult Puberty happens at different times for different people Fertilization and prenatal growth
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Define puberty Determine physical, emotional, and social changes that occur during puberty Describe the process of conception, prenatal growth, and birth Determine how a mother's health practices relate to the development of a healthy baby 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> Teacher Observation 	
Formative Assessment <ul style="list-style-type: none"> Teacher Observation 	
Lesson Plans	
Lesson	Timeframe
Puberty <ul style="list-style-type: none"> Target Skill – Changes during puberty Target Strategy – Video presentation 	1 Day
Conception, pregnancy, and birth <ul style="list-style-type: none"> Target Skill – Gestation Process Target Strategy – Class Discussion 	1 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Fire Prevention Week	
Grade Level: 3-4	
Unit Summary: Reinforcement and development of fire safety skills	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> 2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). 	
Unit Essential Questions <ul style="list-style-type: none"> What causes fires? What do firefighters look like? What do firefighters do? What do I do if there is a fire? How can I prevent fires? What is a fire safety plan? 	
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Describe various ways that fire can be started Develop various safety procedures to avoid fires Determine what firefighters look like, what safety equipment looks like, and what firefighters do Discuss fire safety plans and help develop a plan for their family 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> Teacher Observation Fire Safety worksheet 	
Formative Assessment <ul style="list-style-type: none"> Teacher Observation Student-Teacher Collaboration 	
Lesson Plans	
Lesson	Time Frame
Fire Safety Assembly <ul style="list-style-type: none"> Target Skill – familiarity with firefighters, fire prevention, and fire safety Target Strategy – assembly 	
Fire Safety Plan <ul style="list-style-type: none"> Target Skill – Fire safety plan Target Strategy – Class discussion Target Strategy – Individual skill work 	
Firetruck tour <ul style="list-style-type: none"> Target Skill – Familiarize with firefighters and fire prevention 	

- Target Strategy – small group presentation

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Character Counts	
Grade Level: 3-4	
Unit Summary: Reinforcement of the six pillars of character and development of character related concepts	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards:</p> <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts. <p><i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health. 2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. 2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them. 2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> How does my character develop? How does my character affect those around me? How should I treat people with disabilities? What kinds of service can I provide for others? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Six pillars of character Courtesy and respect for those with disabilities Service to others helps them and me
<p>Unit Learning Targets</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Describe the six pillars of character Determine how character develops over time Determine how character impacts health Identify bullying behavior and strategies to deal with it Define several common disabilities Determine how positive or negative attitudes towards people with disabilities can affect them Determine several different types of service that are performed in the community Develop and implement a service activity 	
Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> Teacher Observation Service Activity Project 	

Formative Assessment	
<ul style="list-style-type: none"> • Teacher Observation • Student-Teacher Collaboration 	
Lesson Plans	
Lesson	Timeframe
Character Counts <ul style="list-style-type: none"> • Target Skill – 6 Pillars of Character • Target Strategy – Class Discussion 	1 Day
Bullying Prevention <ul style="list-style-type: none"> • Target Skill – Identify bullying behaviors • Target Skill – Prevention Strategies • Target Strategy – Class Discussion • Target Strategy – Role Playing Activity 	2 Days
Understanding Disabilities <ul style="list-style-type: none"> • Target Skill – Identify and comprehend limitations of various disabilities • Target Skill – Show respect and compassion towards others • Target Strategy – Class Discussion 	1 Day
Service Project <ul style="list-style-type: none"> • Target Skill – Develop and Implement Service Project • Target Strategy – Large Group Activity 	2 Days

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Character Counts	
Grade Level: 5-6	
Unit Summary: Incorporations of the dimensions of character into everyday behaviors.	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards:</p> <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. <p><i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations. 2.2.6.C.2 Predict situations that may challenge an individual's core ethical values. 2.2.6.C.3 Develop ways to proactively include peers with disabilities at home, at school, and in community activities. 2.2.6.D.1 Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service. 2.2.6.D.2 Develop a position about a health issue in order to inform peers. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> How does my character develop? How does my character affect those around me? How should I treat people with disabilities? What kinds of service can I provide for others? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Six pillars of character Courtesy and respect for those with disabilities Service to others helps them and me
<p>Unit Learning Targets</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Describe the six pillars of character Determine how character develops over time Determine how character impacts health Identify bullying behavior and strategies to deal with it Define several common disabilities Determine how positive or negative attitudes towards people with disabilities can affect them Determine several different types of service that are performed in the community Develop and implement a service activity 	
Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> Teacher Observation Service Activity Project 	
Formative Assessment	

- Teacher Observation
- Student-Teacher Collaboration

Lesson Plans

Lesson	Timeframe
Character Counts <ul style="list-style-type: none"> • Target Skill – 6 Pillars of Character • Target Strategy – Class Discussion 	1 Day
Bullying Prevention <ul style="list-style-type: none"> • Target Skill – Identify bullying behaviors • Target Skill – Prevention Strategies • Target Strategy – Class Discussion • Target Strategy – Role Playing Activity 	2 Days
Understanding Disabilities <ul style="list-style-type: none"> • Target Skill – Identify and comprehend limitations of various disabilities • Target Skill – Show respect and compassion towards others • Target Strategy – Class Discussion 	1 Day
Service Project <ul style="list-style-type: none"> • Target Skill – Develop and Implement Service Project • Target Strategy – Large Group Activity 	2 Days

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Wellness	
Grade Level: 5 th Grade	
Unit Summary: Introduction of new wellness concepts and reinforcement of previously learned concepts and skills.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness. 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. 	
Unit Essential Questions <ul style="list-style-type: none"> What is health? How do I know if I am healthy? What factors determine whether or not I am healthy? How can I improve my health? What factors influence my health choices? 	Unit Enduring Understandings <ul style="list-style-type: none"> Health is the state of your physical, social, mental, and emotional well-being Personal habits, heredity, and environment all influence health
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Define health and describe the four dimensions of personal health Determine factors that affect health and how to judge them Analyze ways to improve personal health Determine factors that influence personal health and the choices that individuals make 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> Teacher Observation Written lesson summary 	
Formative Assessment <ul style="list-style-type: none"> Teacher Observation 	
Lesson Plans	
Lesson	Timeframe
What is Health? <ul style="list-style-type: none"> Target Skill – Define health Target Strategy – Class Discussion 	1 Day
Health Influences <ul style="list-style-type: none"> Target Skill – Analyze the influence of heredity, environment, and personal decisions on health 	2 Days

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| <ul style="list-style-type: none">• Target Skill – Class Discussion• Target Skill – Written Summary | |
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Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Nutrition	
Grade Level: 5 th Grade	
Unit Summary: Review and reinforcement of previously learned concepts. Introduction of analytical and decision making skills.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> 2.1.6.B.1 Determine factors that influence food choices and eating patterns. 2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns. <i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> 2.2.6.B.1 Use effective decision-making strategies. 	
Unit Essential Questions <ul style="list-style-type: none"> What is a healthy diet? What influences the things that I eat? What are the benefits of eating healthy? What are the risks of a poor diet? 	Unit Enduring Understandings <ul style="list-style-type: none"> Eating a balanced diet Healthy diet improves overall health
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Describe the components of a healthy diet Determine influences on dietary choices Describe the benefits of eating a healthy diet Describe the risks of an unhealthy diet 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> Teacher Observation Written Lesson Summary 	
Formative Assessment <ul style="list-style-type: none"> Teacher Observation 	
Lesson Plans	
Lesson	Timeframe
Healthy Diet <ul style="list-style-type: none"> Target Skill – Aspects of a healthy diet Target Strategy – Class Discussion 	1 Day
Influences on Diet <ul style="list-style-type: none"> Target Skill – Determine what influences diet Target Strategy – Class Discussion Target Strategy – Written Summary 	1 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Safety	
Grade Level: 5 th Grade	
Unit Summary: Review and reinforcement of safety and risk avoidance concepts.	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards:</p> <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.1.6.D.1 Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies. • 2.1.6.D.2 Explain what to do if abuse is suspected or occurs. • 2.1.6.D.3 Summarize the components of the traffic safety system and explain how people contribute to making the system effective. • 2.1.6.E.1 Examine how personal assets and protective factors support healthy social and emotional development. • 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying. <p><i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.2.6.E.1 Determine the validity and reliability of different types of health resources. • 2.2.6.E.2 Distinguish health issues that warrant support from trusted adults or health professionals. <p><i>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.3.6.A.1 Compare and contrast short- and long-term effects and the potential for abuse of commonly used over-the-counter and prescription medicines and herbal and medicinal supplements. • 2.3.6.A.2 Compare information found on over-the-counter and prescription medicines. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How do injuries and accidents occur? • How do I stay safe on the road? • How do I safely use medicines? • Who can I look to for help? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Making good decisions helps to keep me safe? • Always follow directions with medications • Health resources are available
<p>Unit Learning Targets</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Determine common causes of accidents and injuries • Analyze ways to reduce the risks of accidents and injuries • Develop strategies for safely using the road • Determine appropriate use of prescription and over the counter medications • Analyze what health resources are available and when they should be used 	
Evidence of Learning	
Summative Assessment	

<ul style="list-style-type: none"> • Teacher Observation • Written Summary 	
Formative Assessment <ul style="list-style-type: none"> • Teacher Observation 	
Lesson Plans	
Lesson	Timeframe
Accidents and Injuries <ul style="list-style-type: none"> • Target Skill – Common causes of injury • Target Strategy – Class Discussion 	1 Day
Violence and intentional injuries <ul style="list-style-type: none"> • Target Skill – Avoiding violence • Target Strategy – Class Discussion 	1 Day
Road Safety <ul style="list-style-type: none"> • Target Skill – Staying safe with cars, bicycles, skateboards, etc... • Target Strategy – Class Discussion • Target Strategy – Written Summary 	1 Day
Medicines <ul style="list-style-type: none"> • Target Skill – Appropriate use of medicines • Target Strategy – Class Discussion 	1 Day
Health Resources <ul style="list-style-type: none"> • Target Skill – Identifying health resources • Target Strategy – Class Discussion 	1 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Drugs, Alcohol, and Tobacco	
Grade Level: 5 th Grade	
Unit Summary: Review and reinforcement of previously learned information. Introduction to damaging effects of drug, alcohol, and tobacco abuse and strategies to avoid abuse.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> • 2.2.6.B.1 Use effective decision-making strategies. • 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. • 2.2.6.B.3 Determine how conflicting interests may influence one’s decisions. <i>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> • 2.3.6.B.2 Relate tobacco use and the incidence of disease. • 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers. • 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health. • 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk. 	
Unit Essential Questions <ul style="list-style-type: none"> • What are the risks of drug, alcohol, and tobacco abuse? • How can I say no to these things? • What does the law say about drugs, alcohol, and tobacco? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Drug, alcohol, and tobacco abuse poses serious health risks • I can say “No”. • Laws prohibit these things altogether or before I reach adulthood
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Analyze the risks of using drugs, alcohol, and tobacco • Determine useful strategies for avoiding drugs, alcohol, and tobacco • Determine laws regarding drugs, alcohol, and tobacco use 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Teacher Observation • Prevention Art Project 	
Formative Assessment <ul style="list-style-type: none"> • Teacher Observation • Assessment Questions 	
Lesson Plans	
Lesson	Timeframe

Health Risks <ul style="list-style-type: none">• Target Skill – Risks of abuse• Target Strategy- Class Discussion	1 Day
Just Say No – It’s the Law <ul style="list-style-type: none">• Target Skill – Legalities and avoidance strategies• Target Strategy – Class Discussion• Target Strategy – Art Project	1 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Families	
Grade Level: 5 th Grade	
Unit Summary: Review and reinforcement of previously learned concepts.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.1.6.E.3 Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation. <p><i>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.4.6.A.1 Compare and contrast how families may change over time. 2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships. 2.4.6.A.3 Examine the types of relationships adolescents may experience. 	
Unit Essential Questions <ul style="list-style-type: none"> How do families work? How do families change? What is a healthy relationship? 	Unit Enduring Understandings <ul style="list-style-type: none"> Families provide for each other in a variety of ways that change and develop over time
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Define family Discuss family dynamics and role responsibilities and analyze how those things change over time Determine characteristics of a healthy relationship 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> Teacher Observation Healthy Relationship Writing assignment 	
Formative Assessment <ul style="list-style-type: none"> Teacher Observation 	
Lesson Plans	
Lesson	Timeframe
<p>Family Dynamics</p> <ul style="list-style-type: none"> Target Skill – Discuss relationships, family dynamics, and how those things change over time. Target Strategy – Class discussion Target Strategy – Writing assignment defining healthy relationships and how they can change over time 	2 Days

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Human Growth and Development	
Grade Level: 5 th Grade	
Unit Summary: Review and reinforce previously learned material regarding puberty and the changes it brings	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</i>	
<ul style="list-style-type: none"> 2.4.6.B.1 Compare growth patterns of males and females during adolescence. 	
Unit Essential Questions <ul style="list-style-type: none"> What happens during puberty? How is puberty different for boys and girls? 	Unit Enduring Understandings <ul style="list-style-type: none"> Puberty is becoming an adult and happens differently for each gender
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Compare and contrast changes and growth patterns of males and females during puberty Develop a deeper understanding of changes that occur during adolescence and when they happen 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> Teacher Observation Assessment Questions 	
Formative Assessment <ul style="list-style-type: none"> Teacher Observation 	
Lesson Plans	
Lesson	Timeframe
Puberty <ul style="list-style-type: none"> Target Skill – Compare/contrast changes in males and females during puberty Target Strategy – Video Presentation Target Strategy – Class Discussion 	1 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Wellness	
Grade Level: 5 th Grade	
Unit Summary: Introduction of new wellness concepts and reinforcement of previously learned concepts and skills.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> 2.1.6.A.1 Explain how health data can be used to assess and improve each dimension of personal wellness. 2.1.6.A.2 Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage. 2.1.6.A.3 Determine factors that influence the purchase of healthcare products and use of personal hygiene practices. 	
Unit Essential Questions <ul style="list-style-type: none"> What is health? How do I know if I am healthy? What factors determine whether or not I am healthy? How can I improve my health? What factors influence my health choices? 	Unit Enduring Understandings <ul style="list-style-type: none"> Health is the state of your physical, social, mental, and emotional well-being Personal habits, heredity, and environment all influence health
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Define health and describe the four dimensions of personal health Determine factors that affect health and how to judge them Analyze ways to improve personal health Determine factors that influence personal health and the choices that individuals make 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> Teacher Observation Health Behavior Contract 	
Formative Assessment <ul style="list-style-type: none"> Teacher Observation 	
Lesson Plans	
Lesson	Timeframe
What is Health? <ul style="list-style-type: none"> Target Skill – Define health Target Strategy – Class Discussion 	1 Day
Health Influences <ul style="list-style-type: none"> Target Skill – Analyze the influence of heredity, environment, and personal decisions on health 	2 Days

<ul style="list-style-type: none">• Target Skill – Class Discussion• Target Skill – Written Summary	
Health Behavior Contract <ul style="list-style-type: none">• Target Skill – Formulate a health behavior contract• Target Strategy – Individual Skill Work	1 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Nutrition	
Grade Level: 6 th Grade	
Unit Summary: Review and Reinforcement of previously learned concepts as well as nutritional comparisons between foods and meal planning.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> 2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost. 2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices. <i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> 2.2.6.B.4 Apply personal health data and information to support achievement of one's short- and long-term health goals 	
Unit Essential Questions <ul style="list-style-type: none"> How can I eat right? How are foods similar and different nutritionally? 	Unit Enduring Understandings <ul style="list-style-type: none"> Balanced diet Reading and analyzing nutrition information
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> Determine aspects of a healthy diet Analyze how to find nutritional information Compare and contrast nutritional information from different food products Develop a nutritional meal plan 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> Teacher Observation Nutritional comparison project Meal Plan project 	
Formative Assessment <ul style="list-style-type: none"> Teacher Observation Assessment Questions 	
Lesson Plans	
Lesson	Timeframe
Nutrition Information <ul style="list-style-type: none"> Target Skill – read and assess nutrition information Target Strategy – Class Discussion Target Strategy – Nutrition Information 	1 day

worksheet	
Meal Planning <ul style="list-style-type: none">• Target Skill – Plan a nutritious meal• Target Strategy – Individual Activity	1 day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Diseases and Health Issues	
Grade Level: 6 th Grade	
Unit Summary: Learning about common diseases and medical conditions, their causes, diagnosis, treatments, and prevention practices.	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards:</p> <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.1.6.C.1 Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents. • 2.1.6.C.2 Determine the impact of public health strategies in preventing diseases and health conditions. • 2.1.6.C.3 Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them. • 2.1.6.D.4 Assess when to use basic first-aid procedures. <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.6.6.A.4 Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness. • 2.6.6.A.5 Relate physical activity, healthy eating, and body composition to personal fitness and health. • 2.6.6.A.6 Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are common diseases and medical conditions that affect adolescents? • How are these conditions discovered? • How are they treated? • How can they be prevented? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Healthy living helps avoid problems • Many health conditions can be taken care of with appropriate treatment and preventative measures
<p>Unit Learning Targets</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> • Compare and contrast ailments common to adolescents • Determine strategies to prevent health problems • Analyze diagnostic tools and services • Analyze different treatments 	
Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher Observation • Disease written report 	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher Observation • Assessment Questions 	

Lesson Plans	
Lesson	Timeframe
Common Health Conditions <ul style="list-style-type: none"> • Target Skill – Common Health Conditions • Target Strategy – Class Discussion 	1 Day
Mental Illness <ul style="list-style-type: none"> • Target Skill – Compare/Contrast mental health conditions • Target Strategy – Class Discussion 	1 Day
Written Report <ul style="list-style-type: none"> • Target Skill – Thorough Research into specific health conditions • Target Strategy – Written Assignment 	1 Day

Unit Overview
<p>Content Area: Comprehensive Health and Physical Education</p>
<p>Unit Title: Drugs, Alcohol, and Tobacco</p>
<p>Grade Level: 6th Grade</p>
<p>Unit Summary: Review and reinforcement of previously learned concepts as well as introduction to avoidance strategies.</p>
Learning Targets
<p>New Jersey Core Curriculum Content Standards:</p> <p><i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others. • 2.2.6.A.2 Demonstrate use of refusal, negotiation, and assertiveness skills in different situations. • 2.2.6.B.1 Use effective decision-making strategies. • 2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others. • 2.2.6.B.3 Determine how conflicting interests may influence one's decisions. <p><i>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.3.6.B.1 Explain the system of drug classification and why it is useful in preventing substance abuse • 2.3.6.B.2 Relate tobacco use and the incidence of disease. • 2.3.6.B.3 Compare the effect of laws, policies, and procedures on smokers and nonsmokers. • 2.3.6.B.4 Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one's health. • 2.3.6.B.5 Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk. • 2.3.6.B.6 Summarize the signs and symptoms of inhalant abuse. • 2.3.6.B.7 Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis. • 2.3.6.C.1 Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction. • 2.3.6.C.2 Explain how wellness is affected during the stages of drug dependency/addiction. • 2.3.6.C.3 Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models. • 2.3.6.C.4 Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free. • 2.6.6.A.7 Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is addiction? • How can addicts get help? • How can I avoid drugs? • What are steroids? • Why are steroids illegal? • What are some health conditions related to drug use? • How can I say no? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Some people become dependent on drugs/alcohol/tobacco but they can get help • Steroids cause many health problems and are illegal • Drug use can lead to many serious health conditions • I can say no to drugs
<p>Unit Learning Targets <i>Students will:</i></p> <ul style="list-style-type: none"> • List health risks of using drugs, alcohol, tobacco, and steroids • Determine different categories of drugs and what they do • Analyze health conditions caused by the use and abuse of drugs, alcohol, tobacco, and steroids • Determine strategies to avoid drugs, alcohol, tobacco, and steroids 	
<p>Evidence of Learning</p>	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher Observation • Drug/Alcohol Prevention Poster 	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher Observation • Assessment Questions 	
<p>Lesson Plans</p>	
<p>Lesson</p>	<p>Timeframe</p>
<p>Drugs</p> <ul style="list-style-type: none"> • Target Skill – Categorize different types of drugs • Target Strategy – Class Discussion 	<p>1 Day</p>
<p>Alcohol</p> <ul style="list-style-type: none"> • Target Skill – Analyze the effects of alcohol • Target Strategy – Class Discussion 	<p>1 Day</p>
<p>Tobacco</p> <ul style="list-style-type: none"> • Target Skill – Analyze the health risks of tobacco use • Target Strategy – Class Discussion 	<p>1 Day</p>
<p>Steroids</p> <ul style="list-style-type: none"> • Target Skill – Analyze the health risks of steroid use • Target Strategy – Class Discussion 	<p>1 Day</p>
<p>Saying No</p> <ul style="list-style-type: none"> • Target Skill – Prevention and avoidance strategies • Target Strategy – Class Discussion • Target Strategy – Prevention Poster 	<p>2 Days</p>

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Human Growth and Development	
Grade Level: 6 th Grade	
Unit Summary: Introduction to the human reproductive system and childbirth. Fundamentals of puberty, relationships, and dating.	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards: <i>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.4.6.A.4 Demonstrate successful resolution of a problem(s) among friends and in other relationships. • 2.4.6.A.5 Compare and contrast the role of dating and dating behaviors in adolescence. • 2.4.6.B.2 Summarize strategies to remain abstinent and resist pressures to become sexually active. • 2.4.6.B.3 Determine behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy. • 2.4.6.B.4 Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior. • 2.4.6.C.1 Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy. • 2.4.6.C.2 Identify the signs and symptoms of pregnancy. • 2.4.6.C.3 Identify prenatal practices that support a healthy pregnancy. • 2.4.6.C.4 Predict challenges that may be faced by adolescent parents and their families. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is dating? • What are the physical and emotional risks of intimacy? • How do babies grow? • Why shouldn't teenagers have babies? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Relationships change during adolescence • There are risks to becoming intimate • Fertilization, pregnancy, and childbirth • Cost and responsibility of raising children
<p>Unit Learning Targets <i>Students will:</i></p> <ul style="list-style-type: none"> • Determine the characteristics of dating relationships • Determine the physical and emotional risks of intimacy? • Describe the process of conception, gestation, and childbirth • Analyze the consequences of having a child? 	
Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher Observation 	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher Observation 	

<ul style="list-style-type: none"> Assessment Questions 	
Lesson Plans	
Lesson	Timeframe
Dating and Intimacy <ul style="list-style-type: none"> Target Skill – Determine the characteristics, risks, and challenges involved in romantic relationships Target Strategy – Class Discussion 	1 day
STDs <ul style="list-style-type: none"> Target Skill – Sexually Transmitted Diseases Target Strategy – Class Discussion 	1 Day
Pregnancy, Childbirth, and Childrearing <ul style="list-style-type: none"> Target Skill – Analyze the factors involved in pregnancy and childbirth Target Skill – Weigh the affects of having a child Target Strategy – Class Discussion 	2 Days

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Character Counts	
Grade Level: 7-8	
Unit Summary: Review and reinforcement of character, acceptance, and service. Brainstorming reasons for different behaviors and their consequences.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> • 2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities. • 2.2.8.C.2 Analyze to what extent various cultures have responded effectively to individuals with disabilities. • 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community. • 2.2.8.D.1 Plan and implement volunteer activities to benefit a local, state, national, or world health initiative. • 2.2.8.D.2 Defend a position on a health or social issue to activate community awareness and responsiveness. 	
Unit Essential Questions <ul style="list-style-type: none"> • How can I develop character? • Why are there codes of conduct? • Why do some people follow these codes and others don't? • How can I provide service to others? • What types of service are important? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Codes of conduct are developed to keep society functioning smoothly • I can determine what kind of service is needed and make a difference
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Analyze ways to develop character • Define codes of conduct and give examples on a personal, community, and national level • Discuss cultural responses to people with disabilities • Discuss individual decisions to follow or to not follow codes of conduct • Analyze different types of service that can be performed on a local, state, and national level • Determine areas of service that interest them and defend their choice • Develop and implement a class wide service activity 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Teacher Observation • Class Service Project 	
Formative Assessment <ul style="list-style-type: none"> • Teacher Observation • Assessment Questions 	

Lesson Plans	
Lesson	Timeframe
Character <ul style="list-style-type: none"> • Target Skill – Define Character and what factors go into developing character • Target Strategy – Class Discussion 	1 Day
Disabilities <ul style="list-style-type: none"> • Target Skill – Compare and contrast different cultural responses to disabilities • Target Strategy – Class Discussion 	1 Day
Service Project <ul style="list-style-type: none"> • Target Skill – Analyze and defend a “cause” where service is needed • Target Skill – Develop and implement a class wide service project 	3 Days

Unit Overview
<p>Content Area: Comprehensive Health and Physical Education</p>
<p>Unit Title: Wellness</p>
<p>Grade Level: 7-8</p>
<p>Unit Summary: Review and reinforcement of previously learned wellness concepts. Analysis of protective factors, cultural influences, heredity, and stress management. Health behavior contracts.</p>
Learning Targets
<p>New Jersey Core Curriculum Content Standards:</p> <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.1.8.A.1 Assess and apply health data to enhance each dimension of personal wellness. • 2.1.8.A.2 Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage. • 2.1.8.A.3 Relate advances in technology to maintaining and improving personal health. • 2.1.8.A.4 Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services. • 2.1.8.E.1 Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health. • 2.1.8.E.2 Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict. • 2.1.8.E.3 Explain how culture influences the ways families and groups cope with crisis and change. • 2.1.8.E.4 Compare and contrast stress management strategies that are used to address various types of stress-induced situations. <p><i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations. • 2.2.8.B.2 Predict social situations that may require the use of decision-making skills. • 2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages. • 2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet. <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.6.8.A.1 Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity. • 2.6.8.A.2 Use health data to develop and implement a personal fitness plan and evaluate its effectiveness. • 2.6.8.A.3 Analyze how medical and technological advances impact personal fitness. • 2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. • 2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying

personal levels of fitness.	
Unit Essential Questions <ul style="list-style-type: none"> • What is health? • What are the four aspects of health? • What resources do I have available to help me achieve optimum health? • What influences affect my health choices? • How can I effectively manage stress? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Physical, mental, social, and emotional well-being • Medical and health resources • Many things influence me but I have the ultimate responsibility for my health
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Define health and describe the aspects of mental, physical, social, and emotional well-being • Determine factors such as heredity and environment that affect individual health • Analyze factors that can be used to improve health • Determine personal protective factors • Demonstrate stress relief techniques • Describe strategies for successful interpersonal communication • Develop, implement, and complete a behavior contract for a specific health related behavior 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Teacher Observation • Health Behavior Contract • Practical Demonstration 	
Formative Assessment <ul style="list-style-type: none"> • Teacher Observation • Student-Teacher Collaboration • Assessment Questions 	
Lesson Plans	
Lesson	Timeframe
What is health? <ul style="list-style-type: none"> • Target Skill – Four Dimensions of health • Target Strategy – Class Discussion • Target Strategy – Assessment Questions 	1 Day
Health Influences and Protective Factors <ul style="list-style-type: none"> • Target Skill – Determine health influences and protective factors • Target Strategy – Class Discussion 	1 Day
Communication and Stress Management <ul style="list-style-type: none"> • Target Skill – Determine Communication and stress management techniques • Target Strategy – Class Discussion 	1 day
Medical Technology <ul style="list-style-type: none"> • Target Skill – Determine how advancements in technology affect health • Target Strategy – Class Discussion • Target Strategy – Individual research 	2 Days
Health Behavior Contract	2 Days

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|---|--|
| <ul style="list-style-type: none">• Target Skill – Health Behavior Contract• Target Strategy – Individual Skill Work | |
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Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Family Dynamics	
Grade Level: 7 th Grade	
Unit Summary: Interpretation of family dynamics, roles, and challenges as well as lifetime effects of family situations.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <i>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</i> <ul style="list-style-type: none"> • 2.4.8.A.1 Predict how changes within a family can impact family members. • 2.4.8.A.2 Explain how the family unit impacts character development. • 2.4.8.A.3 Explain when the services of professionals are needed to intervene in relationships. 	
Unit Essential Questions <ul style="list-style-type: none"> • How do families change? • What impacts can those changes have? • Who can help families? 	Unit Enduring Understandings <ul style="list-style-type: none"> • Changes in family units can cause stress • Professionals can help
Unit Learning Targets <i>Students will:</i> <ul style="list-style-type: none"> • Discuss various changes that can occur in families • Determine what affects changes can have on individual family members • Determine sources of assistance available for families. 	
Evidence of Learning	
Summative Assessment <ul style="list-style-type: none"> • Teacher Observation 	
Formative Assessment <ul style="list-style-type: none"> • Teacher Observation 	
Lesson Plans	
Lesson	Timeframe
Family Transitions <ul style="list-style-type: none"> • Target Skill – Changes in families • Target Skill – How to get help • Target Strategy – Class Discussion 	2 Days

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Safety and 1 st Aid	
Grade Level: 7 th Grade	
Unit Summary: Habits and strategies to avoid injuries and basic first aid concepts.	
Learning Targets	
New Jersey Core Curriculum Content Standards: <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.1.8.D.1 Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others. 2.1.8.D.2 Describe effective personal protection strategies used in public places and what to do when one's safety is compromised. 2.1.8.D.3 Analyze the causes and the consequences of noncompliance with the traffic safety system. 2.1.8.D.4 Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning. <p><i>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.3.8.A.1 Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals. 2.3.8.A.2 Compare and contrast adolescent and adult abuse of prescription and over-the-counter medicines and the consequences of such abuse. 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> How can I stay safe? How does violating laws cause injury? What are appropriate uses of medicine? How can I respond to basic injuries? 	<ul style="list-style-type: none"> Basic safety practices Basic 1st Aid practices
Unit Learning Targets <i>Students will:</i>	
<ul style="list-style-type: none"> Determine strategies to avoid intentional and unintentional injuries Analyze why laws are made to keep individuals safe, why those laws are broken, and what the consequences are Discuss various medicines and appropriate and inappropriate use of medicines Demonstrate basic 1st aid knowledge 	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> Teacher Observation 1st Aid Worksheet 	
Formative Assessment	
<ul style="list-style-type: none"> Teacher Observation Assessment Questions 	

Lesson Plans	
Lesson	Timeframe
Injury Prevention <ul style="list-style-type: none"> • Target Skill – Injury Prevention • Target Strategy – Class Discussion 	1 Day
Safety Laws <ul style="list-style-type: none"> • Target Skill – Understanding safety laws and consequences of breaking them • Target Strategy – Class Discussion 	1 Day
First Aid <ul style="list-style-type: none"> • Target Skill – Basic first aid • Target Strategy – Class Discussion • Target Strategy – First Aid Kit worksheet 	2 Days

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Tobacco	
Grade Level: 7 th Grade	
Unit Summary: Different forms of tobacco and health consequences of use and abuse	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards:</p> <p><i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. <p><i>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.3.8.B.3 Analyze the effects of all types of tobacco use on the aging process. 2.3.8.B.4 Compare and contrast smoking laws in New Jersey with other states and countries. 2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life. 2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> How is tobacco used? What are the health risks of using tobacco? How do the laws in NJ differ from other states? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Cancer and other problems from tobacco use State smoking laws
<p>Unit Learning Targets</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Compare and contrast how tobacco is used Determine health risks of using tobacco Compare and contrast NJ laws regarding tobacco with those of other states 	
Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> Teacher Observation 	
<p>Formative Assessment</p> <ul style="list-style-type: none"> Teacher Observation Assessment Questions 	
Lesson Plans	
Lesson	Timeframe
<p>Tobacco Products</p> <ul style="list-style-type: none"> Target Skill – Different forms of tobacco use and health risks 	1 Day

• Target Strategy – Class Discussion	
Laws • Target Skill – Understand and compare NJ tobacco laws • Target Strategy – Class Discussion	1 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Human Growth and Development	
Grade Level: 7 th Grade	
Unit Summary: Changes during adolescence, reproductive health, and relationships	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards: <i>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.4.8.A.4 Differentiate between affection, love, commitment, and sexual attraction. • 2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship. • 2.4.8.A.6 Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age. • 2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty. • 2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. • 2.4.8.C.1 Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy. • 2.4.8.C.2 Distinguish physical, social, and emotional changes that occur during each stage of pregnancy, including the stages of labor and childbirth and the adjustment period following birth. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is attraction vs love? • What are safe dating situations? • How do I know when to end a relationship? • What happens during pregnancy? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Different kinds of relationships • Physical, social, and emotional changes that go along with pregnancy and parenthood
<p>Unit Learning Targets <i>Students will:</i></p> <ul style="list-style-type: none"> • Define love, companionship, and sexual attraction • Determine safe dating situations and guidelines • Analyze when a relationship should end • Develop strategies for safely ending relationships • Determine physical, social, and emotional changes that occur during pregnancy 	
Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher Observation 	
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Teacher Observation • Assessment Questions 	

Lesson Plans	
Lesson	Timeframe
Relationships <ul style="list-style-type: none"> • Target Skill – Compare and contrast different kinds of relationships • Target Strategy – Class Discussion 	1 Day
Pregnancy and Childbirth <ul style="list-style-type: none"> • Target Skill – Effects of pregnancy • Target Strategy – Class Discussion 	2 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Diseases and Medical Conditions	
Grade Level: 8 th Grade	
Unit Summary: Analyze common diseases and medical conditions as well as the causes, treatment, and prevention.	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards:</p> <p><i>2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle</i></p> <ul style="list-style-type: none"> 2.1.8.C.1 Evaluate emerging methods to diagnose and treat diseases and health conditions that are common in young adults in the United States and other countries, including hepatitis, sexually transmitted infections, HIV/AIDS, breast cancer, HPV, and testicular cancer. 2.1.8.C.2 Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions. 2.1.8.C.3 Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being. <p><i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.2.8.E.1 Evaluate various health products, services, and resources from different sources, including the Internet. 2.2.8.E.2 Compare and contrast situations that require support from trusted adults or health professionals. <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.6.8.A.3 Analyze how medical and technological advances impact personal fitness. 2.6.8.A.4 Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors. 2.6.8.A.5 Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness. 2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> What diseases or health conditions are common in young adults? What is being done about them? What health practices can I follow to avoid diseases and health conditions? What are the risks of using steroids? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Obesity, Communicable diseases Health initiatives Steroid use can cause cancer and unwanted side effects
<p>Unit Learning Targets</p> <p><i>Students will:</i></p> <ul style="list-style-type: none"> Compare and contrast diseases and health conditions common for young adults Identify health initiatives aimed at prevention or treatment on the local, state, and national level Identify personal health practices that can reduce the risk of some conditions 	

<ul style="list-style-type: none"> • Determine the risks associated with sedentary lifestyles • Determine the risks associated with steroid use 	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> • Teacher Observation • Health Condition Project 	
Formative Assessment	
<ul style="list-style-type: none"> • Teacher Observation • Assessment Questions 	
Lesson Plans	
Lesson	Timeframe
Diseases and Health Conditions <ul style="list-style-type: none"> • Target Skill – Compare/contrast common diseases and treatments • Target Strategy – Class Discussion • Target Strategy – Independent research 	2 Days
How do I stay healthy <ul style="list-style-type: none"> • Target Skill – Analyze personal practices and health resources to help individuals maintain good health • Target Strategy – Class Discussion • Target Strategy – Independent research 	2 days
Steroids <ul style="list-style-type: none"> • Target Skill – Analyze steroid use and associated risks • Target Strategy – Class Discussion 	1 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Human Growth and Development	
Grade Level: 8 th Grade	
Unit Summary: Assessment of relationships, interpersonal skills, reproductive health, pregnancy, and parenthood	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards: <i>2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> • 2.4.8.B.1 Analyze the influence of hormones, nutrition, the environment, and heredity on the physical, social, and emotional changes that occur during puberty. • 2.4.8.B.2 Determine the benefits of sexual abstinence and develop strategies to resist pressures to become sexually active. • 2.4.8.B.3 Compare and contrast methods of contraception used by adolescents and factors that may influence their use. • 2.4.8.B.4 Relate certain behaviors to placing one at greater risk for HIV/AIDS, STIs, and unintended pregnancy. • 2.4.8.B.5 Discuss topics regarding gender identity, sexual orientation, and cultural stereotyping. • 2.4.8.B.6 Explain the importance of practicing routine healthcare procedures such as breast self-examination, testicular examinations, and HPV vaccine. • 2.4.8.C.3 Determine effective strategies and resources to assist with parenting. • 2.4.8.C.4 Predict short- and long-term impacts of teen pregnancy. • 2.4.8.C.5 Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How is my body changing? • Why should I choose abstinence? • What behaviors put me at risks for STDs or unwanted pregnancy? • What kinds of precautions should I take? • What happens when teens get pregnant? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Hormonal influences on the body • Abstinence is the only sure way to avoid disease or pregnancy • Pregnancy and parenthood are difficult for teens
<p>Unit Learning Targets <i>Students will:</i></p> <ul style="list-style-type: none"> • Analyze chemical changes taking place during puberty and the effects those changes have on the body • Determine the risks of sexual activity • Compare and contrast various STDs • Compare and contrast contraceptives • Analyze teen pregnancy and parenthood 	
Evidence of Learning	
<p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher Observation 	

- STD/Contraceptive research project

Formative Assessment

- Teacher Observation
- Student-Teacher Collaboration
- Assessment Questions

Lesson Plans

Lesson	Timeframe
Hormones <ul style="list-style-type: none"> • Target Skill – Identify hormones and what they do in the body • Target Strategy – Class Discussion 	1 Day
Relationships and sex <ul style="list-style-type: none"> • Target Skill – Determine factors in a healthy relationship • Target Skill – Analyze the health risks of sexual activity • Target Strategy – Class Discussion • Target Strategy – Independent Research Project 	2 days
Teen Pregnancy and Parenthood <ul style="list-style-type: none"> • Target Skill – Determine the consequences of teen pregnancy and parenthood • Target Strategy – Class Discussion 	2 Days

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Drug and Alcohol Prevention	
Grade Level: 8 th Grade	
Unit Summary: Different classifications and categories of drugs. Strategies for avoiding drug and alcohol abuse. Information on health risks of using drugs and alcohol	
Learning Targets	
<p>New Jersey Core Curriculum Content Standards:</p> <p><i>2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.2.8.A.2 Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts. <p><i>2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.3.8.B.1 Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents. 2.3.8.B.2 Predict the legal and financial consequences of the use, sale, and possession of illegal substances. 2.3.8.B.5 Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory. 2.3.8.B.6 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs. 2.3.8.B.7 Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs. 2.3.8.B.8 Analyze health risks associated with injected drug use. 2.3.8.C.1 Compare and contrast theories about dependency/addiction (such as genetic predisposition, gender-related predisposition, and multiple risks) and provide recommendations that support a drug free life. 2.3.8.C.2 Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse. <p><i>2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</i></p> <ul style="list-style-type: none"> 2.6.8.A.6 Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances. 	
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> What do drugs do? What are the legal ramifications of drug and alcohol use? How does impairment occur? What kinds of drugs are there? What are the risks associated with specific types of drugs? What are steroids and why are they used? What are the risks of using steroids? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> Different drug classifications Legal results of drug use and drug fueled behaviors Physiological processes that cause impairment Steroid Risks

Unit Learning Targets	
<i>Students will:</i>	
<ul style="list-style-type: none"> • Determine various drug classifications • Analyze the risks of drug and alcohol use • Explain the physiological processes caused by drug use and the resulting impairment • Understand the risk behaviors associated with drug and alcohol use • Analyze the legal ramifications of drug, alcohol, and steroid use • Determine health risks of steroid use 	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> • Teacher Observation • Prevention Poster Project 	
Formative Assessment	
<ul style="list-style-type: none"> • Teacher Observation • Assessment Questions 	
Lesson Plans	
Lesson	Timeframe
Drug Classifications <ul style="list-style-type: none"> • Target Skill – Effects of different types of drugs • Target Strategy – Class Discussion 	1 Day
Risk Behaviors <ul style="list-style-type: none"> • Target Skill – Analyze Risk Behaviors associated with drug and alcohol use • Target Strategy – Class Discussion 	1 day
Why do people use drugs? <ul style="list-style-type: none"> • Target Skill – Risk Factors for drug use • Target Strategy – Class Discussion 	1 Day
Steroids <ul style="list-style-type: none"> • Target Skill – Use, abuse, and risks of steroids • Target Strategy – Class Discussion 	1 Day
Drug/Alcohol Abuse Prevention Poster <ul style="list-style-type: none"> • Target Skill – Health risks and prevention strategies • Target Strategy – Individual art project 	1 Day

Unit Overview	
Content Area: Comprehensive Health and Physical Education	
Unit Title: Nutrition	
Grade Level: 7-8	
Unit Summary: Review and reinforcement of previously learned concepts and introduction on influential factors such as culture, age, and environment, healthy weight gain and loss, and family nutritional planning	
Learning Targets	
New Jersey Core Curriculum Content Standards: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.	
<ul style="list-style-type: none"> • 2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance. • 2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight. • 2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds. • 2.1.8.B.4 Analyze the nutritional values of new products and supplements. 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What factors influence eating habits? • How can I eat a balanced diet? • How can I lose, gain, or maintain weight in a healthy way? • How can my family get appropriate nutrition? 	<ul style="list-style-type: none"> • Cultural and environment influences • Eating disorders • Healthy weight gain/loss • Family nutrition plan
Unit Learning Targets	
<i>Students will:</i>	
<ul style="list-style-type: none"> • Analyze factors such as environment and culture that influence eating habits • Discuss strategies for eating a healthy, well balanced diet • Determine healthy strategies to lose, gain, or maintain weight • Analyze the causes and effects of eating disorders • Develop a family nutritional plan 	
Evidence of Learning	
Summative Assessment	
<ul style="list-style-type: none"> • Teacher Observation • Nutritional Plan Project 	
Formative Assessment	
<ul style="list-style-type: none"> • Teacher Observation • Assessment Questions 	
Lesson Plans	
Lesson	Timeframe
Nutrition Review and influences <ul style="list-style-type: none"> • Target Skill – Determine influences on nutritional choices 	1 day

<ul style="list-style-type: none"> • Target Strategy – Class Discussion 	
<p>Healthy Weight/Eating Disorders</p> <ul style="list-style-type: none"> • Target Skill – Determine healthy strategies to lose or gain weight • Target Skill – Analyze eating disorders and their consequences • Target Strategy – Class Discussion 	1 Day
<p>Nutritional Planning</p> <ul style="list-style-type: none"> • Target Skill – Plan a healthy menu to feed family for one week • Target Strategy – Independent Project 	2 Days