

Lavallette Elementary School	
Content Area: Physical Education Course Title: Health	Grade Level: 6-8 Grades
Unit Plan 1 Wellness	First Marking Period
Unit Plan 2 Alcohol, Tobacco, and other Drugs	Second Marking Period
Unit Plan 3 Family Life	Third Marking Period
Unit Plan 4 Community Health Skills	Fourth Marking Period
Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards	Board Approved: October 16, 2018

Lavallette Elementary School Physical Education Curriculum Unit Overview

Content Area: Health

Unit Title: Wellness

Summary: The grades 6-8 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that teaches general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life and Career Skills: enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Learning Targets

Content Standards

- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals
- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
- Eating patterns are influenced by a variety of factors.
- The prevention and control of diseases and health conditions are affected by many factors.
- Knowing and applying a variety of effective training principles over time enhances personal fitness level, performance, and health status.

Number	Standard for Mastery
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.
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages
2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
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.
2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
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.
2.1.8.C.2	Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • Compare and contrast the importance of positive body image vs. the dangers of eating disorders. 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Remember the importance of positive body image and healthy eating habits as it relates to a healthy, active lifestyle.
--	--

<p>Unit Learning Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Identify the benefits and concept of having a positive body image • Identify common health risks related to weight- (healthy/unhealthy)-discussing the dangers of eating disorders

**Lavallette Elementary School
Physical Education Curriculum
Unit Overview**

Content Area: Health

Unit Title: Alcohol, Tobacco, and other Drugs

Summary: The grades 6-8 Comprehensive Health Education Units are a cohesive set of four units that will scaffold instruction from one grade level to the next. The units are made up of a blended set of standards and cumulative progress indicators that fully encapsulate the major ideas and themes behind the unit. The incorporation of different standards through major, supporting and additional concepts provide a greater opportunity for comprehensive health instruction in each unit. Students will begin the year with a Wellness unit that teaches general health skills involving topics such as hygiene, nutrition and physical activity. Units will then progress to develop decision making skills which will be applied in various situations involving physical activity, alcohol, tobacco, drugs, relationships, interpersonal communication, and character development.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life and Career Skills: enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Learning Targets

Content Standards

Students will:

- Medicines come in a variety of forms (prescription medicines, over-the-counter medicines, medicinal supplements), are used for numerous reasons, and should be taken as directed in order to be safe and effective.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
- Substance abuse is caused by a variety of factors.
- The ability to interrupt a drug dependency/addiction typically requires outside intervention, a strong personal commitment, treatment, and the support of family, friends, and others.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

Number	Standard for Mastery
2.3.6.A.2	Compare information found on over-the-counter and prescription medicines.
2.3.8.A.1	Explain why the therapeutic effects and potential risks of commonly used over-the-counter medicines, prescription drugs, and herbal and medicinal supplements vary in different individuals.
2.3.8.A.2	Compare and contrast adolescent and adult abuse of prescription and over-the counter medicines and the consequences of such abuse.
2.3.6.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.

2.3.8.B.1	Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2.3.8.B.2	Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
2.3.8.B.3	Analyze the effects of all types of tobacco use on the aging process.
2.3.8.B.4	Compare and contrast smoking laws in New Jersey with other states and countries.
2.3.8.B.5	Explain the impact of alcohol and other drugs on those areas of the brain that control vision, sleep, coordination, and reaction time and the related impairment of behavior, judgment, and memory.
2.3.8.B.6	Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STIs.
2.3.8.B.7	Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
2.3.8.B.8	Analyze health risks associated with injected drug use.
2.3.6.C.4	Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.
2.3.8.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.
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> How does the use of alcohol, tobacco, and other drugs affect the body 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> the use of alcohol, tobacco and other drugs can be harmful and addictive to
--	--

<p>systems?</p> <ul style="list-style-type: none"> ● What is addiction? ● Why do people use medicines/drugs? ● What resources are available to provide information about the use of medicines/drugs? ● What are the rules in school that regulate the use of medicines? 	<p>the body systems.</p> <ul style="list-style-type: none"> ● people use medicines/drugs for a variety of reasons. ● trusted adults and community agencies are important resources for information and supervision concerning the use of medicines/drugs. ● there are laws and rules that regulate the use of medicines/drugs in the school, community, and state.
---	---

<p>Unit Learning Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● that alcohol, tobacco and other drugs can be harmful to the body systems. ● that alcohol, tobacco and other drugs can become addictive. ● people use medicines/drugs for a variety of reasons. ● which community agencies are important resources for information concerning medicines/drugs. ● there are laws that regulate the use of medicines in the school, community and state. 	<p>Unit Objectives</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ● explain the harmful effects alcohol, tobacco and other drugs have on the body system. ● define addiction ● list reasons why people use medicines. ● name community agencies that are informational resources. ● state rules that regulate the use of medicine in school.
--	--

Lavallette Elementary School Physical Education Curriculum Unit Overview

Content Area: Physical Education

Unit Title: Family Life

Summary: This unit seeks to provide students with an understanding of the physical, emotional, and social aspects of human relationships and sexuality and how they support a healthy and active lifestyle.

Students learn how to develop and maintain healthy relationships with friends and family. Students will review the male/female reproductive systems and learn about the stages of pregnancy and childbirth.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life and Career Skills: enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Learning Targets

Content Standards

Students will:

- Healthy relationships require a mutual commitment.
- The values acquired from family, culture, personal experiences, and friends impact all types of relationships.
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Personal lifestyle habits and genetics influence sexual development as well as overall growth patterns.
- Discussion of topics regarding sexuality requires a safe, supportive environment where sensitivity and respect is shown toward all.
- Early detection strategies assist in the prevention and treatment of illness or disease.

- Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.
- Pregnancy, childbirth, and parenthood are significant events that cause numerous changes in one's life and the lives of others.
- The prevention and control of diseases and health conditions are affected by many factors.

Number	Standard for Mastery
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.
2.4.8.A.1	Predict how changes within a family can impact family members.
2.4.8.A.2	Explain how the family unit impacts character development.
2.4.8.A.3	Explain when the services of professionals are needed to intervene in relationships.
2.4.8.A.4	Differentiate between affection, love, commitment, and sexual attraction.
2.4.8.A.5	Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
2.4.8.A.6	Develop acceptable criteria for safe dating situations, such as dating in groups, setting limits, or only dating someone of the same age.
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.
2.4.8.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.
2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
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.
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.
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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> Describe the functions of the male/female reproductive systems and identify the stages of pregnancy 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> Have an understanding of the reproductive systems and pregnancy/childbirth and apply these
--	--

and childbirth.	concepts to support a healthy, active lifestyle.
-----------------	--

<p>Unit Learning Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to label and identify the functions of the male and female reproductive systems. • How to identify the stages of pregnancy and childbirth. 	<p>Unit Objectives</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • label and identify the functions of the male and female reproductive systems. • identify the stages of pregnancy and childbirth.
--	---

**Lavallette Elementary School
Physical Education Curriculum
Unit Overview**

Content Area: Physical Education

Unit Title: Community Health Skills

Summary: Students will develop an awareness of potential hazards in the environment impacts personal health and safety. Many factors at home, school, and in the community impact social and emotional health. Effective communication may be a determining factor in the outcome of health-and safety-related situations. Character traits are often evident in behaviors exhibited by individuals when interacting with others. Service projects provide an opportunity to have a positive impact on the lives of self and others.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21st Century Themes: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life and Career Skills: enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Learning Targets

Content Standards

Students will:

- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence
- Working together toward common goals with individuals of different abilities and from different backgrounds develops and reinforces core ethical values.
- Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.
- Participation in social and health- or service-organization initiatives have a positive social impact.
- Effective advocacy for a health or social issue is based on communicating accurate and reliable research about the issue and developing and implementing strategies to motivate others to address the issue.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Potential solutions to health issues are dependent on health literacy and available resources.
- The early detection and treatment of diseases and health conditions impact one's health.
- The prevention and control of diseases and health conditions are affected by many factors.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Evaluating the potential for injury prior to engaging in unhealthy/risky behaviors impacts choices.
- Applying first-aid procedures can minimize injury and save lives.
- Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict
- Social and emotional development impacts all components of wellness.

- Stress management skills impact an individual's ability to cope with different types of emotional situations.

Number	Standard for Mastery
2.2.6.A.2	Demonstrate use of refusal, negotiation, and assertiveness skills in different situations.
2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.A.2	Demonstrate the use of refusal, negotiation, and assertiveness skills when responding to peer pressure, disagreements, or conflicts.
2.2.6.B.3	Determine how conflicting interests may influence one's decisions.
2.2.6.B.4	Apply personal health data and information to support achievement of one's short- and long-term health goals.
2.2.8.B.1	Predict social situations that may require the use of decision-making skills.
2.2.8.B.2	Justify when individual or collaborative decision-making is appropriate.
2.2.8.B.3	Analyze factors that support or hinder the achievement of personal health goals during different life stages
2.2.6.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.
2.2.8.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.
2.2.6.D.2	Develop a position about a health issue in order to inform peers.

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.
2.2.6.E.2	Distinguish health issues that warrant support from trusted adults or health professionals.
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
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.
2.1.8.C.3	Analyze the impact of mental illness (e.g., depression, impulse disorders such as gambling or shopping, eating disorders, and bipolar disorders) on physical, social, and emotional well-being.
2.1.6.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.
2.1.8.D.1	Assess the degree of risk in a variety of situations and identify strategies to reduce intentional and unintentional injuries to self and others.
2.1.8.D.2	Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.
2.1.8.D.3	Analyze the causes and the consequences of noncompliance with the traffic safety system.
2.1.8.D.4	Demonstrate first-aid procedures, including victim and situation assessment, Basic Life Support, and the care of head trauma, bleeding and wounds, burns, fractures, shock, and poisoning.
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

2.1.8.E.1	Analyze how personal assets, resilience, 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>Unit Essential Questions</p> <ul style="list-style-type: none"> • What is good character and why is it important? • Why is it essential to have community members to assist when in an emergency? • In what ways do our relationships with others affect our health and well-being? • Who do you call in case of an emergency? • What are the causes of conflict and how can conflict be prevented? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • There are possible causes of conflict between people that can be prevented and/or resolved • Injuries can be prevented by practicing safety procedures at home, in school, and in the community • There are community helpers that can assist in times of need. • There are consequences to actions
--	---

<p>Unit Learning Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • identify basic social and emotional needs of all people • determine possible conflicts that occur between and among people at home, in school, and in the community • collaborate to determine healthy ways to cope with conflict and stress 	<p>Unit Objectives <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • list personal needs and wants in health and safety situations • demonstrate healthy decision making in communicating with others to resolve conflict • dramatize situations that may cause conflict and the healthy resolution of conflict/stress • Identify types of disabilities and demonstrate • appropriate behavior when interacting with people with disabilities
--	---

- Relate decision making to one's health
- Determine ways parents and others can influence health decisions

Evidence in Learning

Formative Assessments

- Classroom Discussion
- Portfolios
- Anecdotal Notes
- Cooperative Learning Groups
- Exit Slips
- Open Ended Questions
- Checklists
- Vocabulary Quizzes
- Presentations or Projects
- Rubrics

Summative/Benchmarks Assessments

- Participation and teacher observation
- Pre-test, post-test, and daily work
- End of unit tests
- Anecdotal records

Modifications (ELLs, Special Education, Students at Risk for Failure, Gifted and Talented)

ELL

- Use visuals
- Provide peer assistant or "buddy (does not necessarily have to speak the primary language)

Special Ed, Students at Risk for Failure:

- Follow all IEP modifications/504 plan
- Allow extra time
- Work in small groups
- Provide visual clues or diagrams
- Use VCR
- Give verbal or written directions
- FM System
- Task cards
- Modifying levels of difficulty
- Using demonstrations when possible
- See ELL modifications

Gifted and Talented

- Create an enhanced set of introductory activities
- Peer Teaching
- Tiered Assignments
- Organize or offer flexible small group activities

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Second Step

New Jersey Bar Foundation's Teasing and Bullying Essential Lessons

Teacher Notes: