

Bay Head School

Content Area: Physical Education
Course Title: Health

Grade Level: K-2 Grades

Unit Plan 1
Wellness

8 days

Unit Plan 2
Alcohol, Tobacco, and other Drugs

8 days

Unit Plan 3
Family Life

7 days

Unit Plan 4
Community Health Skills

7 days

Updated: August 2018 by Sharon Carroll
Aligned to New Jersey Student Learning
Standards

Board Approved:

**Bay Head School
PHYSICAL EDUCATION CURRICULUM
HEALTH
Unit Overview**

Content Area: Health

Unit Title: Wellness

Summary: Students will begin the year with a Wellness unit that blends general health skills involving topics such as hygiene, nutrition and physical activity.

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

- Developing self-help skills and personal hygiene skills promotes healthy habits.
- Health-enhancing behaviors contribute to wellness.
- Developing the knowledge and skills necessary to make nutritious food choices promotes healthy habits.
- Choosing a balanced variety of nutritious foods contributes to wellness.
- Knowledge about diseases and disease prevention promotes health-enhancing behaviors.
- Appropriate types and amounts of physical activity enhance personal health.

| Number | Standard for Mastery |
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| 2.1.P.A. 1 | Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather). |

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| 2.1.P.A. 2 | Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth). |
| 2.1.2.A.1 | Explain what being “well” means and identify self-care practices that support wellness. |
| 2.1.2.A.2 | Use correct terminology to identify body parts, and explain how body parts work together to support wellness. |
| 2.1.P.B. 1 | Explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell, and shape). |
| 2.1.P.B. 2 | Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings). |
| 2.1.2.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 |
| 2.1.2.C.1 | Summarize symptoms of common diseases and health conditions. |
| 2.1.2.C.2 | Summarize strategies to prevent the spread of common diseases and health conditions. |
| 2.1.2.C.3 | Determine how personal feelings can affect one’s wellness. |
| 2.6.2.A.1 | Explain the role of regular physical activity in relation to personal health. |

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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Do I make healthy choices? ● How do I know? If not, how can I improve? ● How do my safety and health habits | <p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● Healthy habits benefit me and the people I meet in school and in my community. ● The choices I make about living |
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| <p>influence my health and the health of people around me?</p> <ul style="list-style-type: none"> • What can I do when I feel stressed or Upset? • Why is good communication so important in everyday life? • What can I do when I feel scared and worried? • How can I cope with these situations? | <p>healthy affect me today and in the future.</p> <ul style="list-style-type: none"> • When I practice personal safety strategies at home, in school, and in the community, I suffer fewer injuries. • Effective communication allows me to understand others and avoid/resolve conflicts. • There are people in my community to help me and places where I can find help when I am frightened, threatened, or sick. |
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| <p>Unit Learning Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The connection between healthy choices and healthy relationships to wellness • Basic nutrition in order that might make informed food and beverage choices to enhance health • Self-care practices that support wellness, such as brushing and flossing teeth, washing hands, wearing appropriate attire for weather or sports, sun protection • Fire, bus, and traffic safety procedures • Effective/ineffective communication and listening skills • Possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts • Role of health care professionals | <p>Unit Objectives</p> <p><i>Students will be able to....</i></p> <ul style="list-style-type: none"> • Demonstrate and explain healthy habits including correct hand washing techniques, using clean tissues, washing hands, handling food hygienically, brushing teeth, using sun screen and wearing protective clothing, and dressing appropriately for the weather • Chart the effect of healthy habits on wellness • Compare healthful versus unhealthful food choices and explain the differences based on the nutritional needs of children • Enact safety procedures including bus drills, fire drills, and lockdown drills • Role-play a variety of situations one might face with family and friends, demonstrating the impact of effective/ineffective communication • Create slogans for healthy living principals and procedures • Role-play situations they may encounter that require them to find and discuss problems with health care professionals |
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Bay Head School
PHYSICAL EDUCATION CURRICULUM
HEALTH
Unit Overview

Content Area: Health

Unit Title: Alcohol, Tobacco, and other Drugs

Summary: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle. This will provide students with information on the responsible use of medicines as well as the medicines that can prevent serious health problems, and reduce absenteeism. The use or abuse of substances such as alcohol, tobacco, and other drugs can impair judgement. Students will also explore internal and external pressures that influence them to use substances.

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.
- Use of drugs in unsafe ways is dangerous and harmful.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.
- Effective decision-making skills foster healthier lifestyle choices.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information.

| Number | Standard for Mastery |
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| 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. |

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

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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does the use of alcohol, tobacco, and other drugs affect the body systems? • 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>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 the body systems. • 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. |
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| <p>Unit Learning Objectives <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 <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. |
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**Bay Head School
PHYSICAL EDUCATION CURRICULUM
HEALTH
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.

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:

- The family unit encompasses the diversity of family forms in contemporary society.
- Gender-specific similarities and differences exist between males and females.
- The health of the birth mother impacts the development of the fetus.
- Effective decision-making skills foster healthier lifestyle choices.

| Number | Standard for Mastery |
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| 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. |

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| 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. |
| 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. |

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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are some physical changes that can be seen? • How do these changes affect behavior and skills? • How do they affect how you feel about yourself? • How do families share the responsibilities and tasks at home? | <p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • people go through many changes as they grow. • change influences behavior (what people can do) and attitude (how they feel about themselves). • families share responsibilities. • people take on more responsibilities as they grow up. |
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| <p>Unit Learning Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • that some changes can be seen (physical changes), such as growing bigger. • that some changes cannot be seen (emotional and social changes), such as having more friends. • that family members share the work and responsibilities at home. • that they can take on more responsibilities as they grow up. | <p>Unit Objectives <i>Students will be able to:</i></p> <ul style="list-style-type: none"> • state physical changes that can be seen. • state social/emotional changes that cannot be seen as they grow. • identify tasks and responsibilities that family members perform. • state ways that they can help at home to share in the family's responsibilities. |
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Bay Head School
PHYSICAL EDUCATION CURRICULUM
HEALTH
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 may be a determining factor in the outcome of health and safety-related situations
- Effective decision-making skills foster healthier lifestyle choices
- 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.
- Developing an awareness of potential hazards in the environment impacts personal health and safety.
- Knowing how to locate health professionals in the home, at school, and in the community assists in addressing health emergencies and obtaining reliable information
- Developing an awareness of potential hazards in the environment impacts personal health and safety
- Using personal safety strategies reduces the number of injuries to self and others.
- Many factors at home, school, and in the community impact social and emotional health.

| Number | Standard for Mastery |
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| 2.2.2.A.1 | Express needs, wants, and feelings in health- and safety-related situations. |
| 2.2.2.B.1 | Explain what a decision is and why it is advantageous to think before acting. |
| 2.2.2.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. |
| 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. |

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| 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. |
| 2.2.P.E.1 | Identify community helpers who assist in maintaining a safe environment. |
| 2.2.2.E.1 | Determine where to access home, school, and community health professionals. |
| 2.1.P.D.1 | Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used). |
| 2.1.P.D.2 | Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.). |
| 2.1.P.D.3 | Identify community helpers who assist in maintaining a safe environment. |
| 2.1.P.D.4 | Know how to dial 911 for help. |
| 2.1.2.D.1 | Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention). |
| 2.1.2.D.2 | Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. |
| 2.1.2.D.3 | Identify procedures associated with pedestrian, bicycle, and traffic safety. |
| 2.1.2.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. |

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| Unit Essential Questions | Unit Enduring Understandings <i>Students will understand that....</i> |
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| <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? | <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 |
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| <p>Unit Learning Objectives</p> <p><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</p> <p><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 |
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Evidence of Learning

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| <p>Formative Assessments</p> <ul style="list-style-type: none"> • Classroom Discussion • Portfolios • Anecdotal Notes • Cooperative Learning Groups • Exit Slips • Open Ended Questions • Checklists |
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- 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: