

# Bay Head School

**Content Area: Physical Education**  
**Course Title: Health**

**Grade Level: 3-5 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**

- The dimensions of wellness are interrelated and impact overall personal well being.
- Staying healthy is a lifelong process that includes all dimensions of wellness.
- Choosing a balanced variety of nutritious foods contributes to wellness
- Eating patterns are influenced by a variety of factors.
- The use of disease prevention strategies in home, school, and community promotes personal health.
- The early detection and treatment of diseases and health conditions impact one's health.
- Each component of fitness contributes to personal health as well as motor skill performance
- Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status.

Number	Standard for Mastery
2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.

2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
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 lifestyles habits, environment, and heredity influence growth and development in each life stage.
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.
2.1.6.B.1	Determine factors that influence food choices and eating patterns.
2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
2.1.4.C.1	Explain how most diseases and health conditions are preventable.
2.1.4.C.2	Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls prevent diseases and health conditions.
2.1.4.C.3	Explain how mental health impacts one's wellness.
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
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.

2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>● Do I make healthy choices?</li> <li>● How do I know? If not, how can I improve?</li> <li>● How do my safety and health habits influence my health and the health of people around me?</li> <li>● What can I do when I feel stressed or Upset?</li> <li>● Why is good communication so important in everyday life?</li> <li>● What can I do when I feel scared and worried?</li> <li>● How can I cope with these situations?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>● Healthy habits benefit me and the people I meet in school and in my community.</li> <li>● The choices I make about living healthy affect me today and in the future.</li> <li>● When I practice personal safety strategies at home, in school, and in the community, I suffer fewer injuries.</li> <li>● Effective communication allows me to understand others and avoid/resolve conflicts.</li> <li>● There are people in my community to help me and places where I can find help when I am frightened, threatened, or sick.</li> </ul>
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<p><b>Unit Learning Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The connection between healthy choices and healthy relationships to wellness</li> <li>● Basic nutrition in order that might make informed food and beverage choices to enhance health</li> <li>● Self-care practices that support wellness, such as brushing and flossing teeth, washing hands, wearing appropriate attire for weather</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to....</i></p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Chart the effect of healthy habits on wellness</li> </ul>
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<p>or sports, sun protection</p> <ul style="list-style-type: none"> <li>• Fire, bus, and traffic safety procedures</li> <li>• Effective/ineffective communication and listening skills</li> <li>• Possible causes of conflict and discuss appropriate ways to prevent and resolve conflicts</li> <li>• Role of health care professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Compare healthful versus unhealthful food choices and explain the differences based on the nutritional needs of children</li> <li>• Enact safety procedures including bus drills, fire drills, and lockdown drills</li> <li>• Role-play a variety of situations one might face with family and friends, demonstrating the impact of effective/ineffective communication</li> <li>• Create slogans for healthy living principals and procedures</li> <li>• Role-play situations they may encounter that require them to find and discuss problems with health care professionals</li> </ul>
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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.
- There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional health-risk behaviors
- Substance abuse is caused by a variety of factors.
- Many health-related situations require the application of a thoughtful decision-making process.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.

Number	Standard for Mastery
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
2.3.6.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.
2.3.4.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.

2.3.6.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.
2.3.4.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.
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
2.2.4.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.
2.2.6.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.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>How does the use of alcohol, tobacco, and other drugs affect the body</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>the use of alcohol, tobacco and other drugs can be harmful and addictive to</li> </ul>
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<p>systems?</p> <ul style="list-style-type: none"> <li>● What is addiction?</li> <li>● Why do people use medicines/drugs?</li> <li>● What resources are available to provide information about the use of medicines/drugs?</li> <li>● What are the rules in school that regulate the use of medicines?</li> </ul>	<p>the body systems.</p> <ul style="list-style-type: none"> <li>● people use medicines/drugs for a variety of reasons.</li> <li>● trusted adults and community agencies are important resources for information and supervision concerning the use of medicines/drugs.</li> <li>● there are laws and rules that regulate the use of medicines/drugs in the school, community, and state.</li> </ul>
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<p><b>Unit Learning Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● that alcohol, tobacco and other drugs can be harmful to the body systems.</li> <li>● that alcohol, tobacco and other drugs can become addictive.</li> <li>● people use medicines/drugs for a variety of reasons.</li> <li>● which community agencies are important resources for information concerning medicines/drugs.</li> <li>● there are laws that regulate the use of medicines in the school, community and state.</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>● explain the harmful effects alcohol, tobacco and other drugs have on the body system.</li> <li>● define addiction</li> <li>● list reasons why people use medicines.</li> <li>● name community agencies that are informational resources.</li> <li>● state rules that regulate the use of medicine in school.</li> </ul>
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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:

- Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- The family unit encompasses the diversity of family forms in contemporary society.
- Healthy relationships require a mutual commitment.
- Puberty is the period of sexual development, determined primarily by heredity, in which the body becomes physically able to produce children.
- Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates
- Responsible actions regarding sexual behavior impact the health of oneself and others.
- Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to childbirth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
- The health of the birth mother impacts the development of the fetus.

Number	Standard for Mastery
2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others
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.
2.4.6.A.1	Compare and contrast how families may change over time.
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
2.4.6.A.3	Examine the types of relationships adolescents may experience.
2.4.4.B.1	Differentiate the physical, social, and emotional changes occurring at puberty and explain why puberty begins and ends at different ages
2.4.6.B.1	Compare growth patterns of males and females during adolescence.
2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
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.
2.4.6.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.
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.

<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b> <i>Students will understand that....</i>
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<ul style="list-style-type: none"> <li>• What are some physical changes that can be seen?</li> <li>• How do these changes affect behavior and skills?</li> <li>• How do they affect how you feel about yourself?</li> <li>• How do families share the responsibilities and tasks at home?</li> </ul>	<ul style="list-style-type: none"> <li>• people go through many changes as they grow.</li> <li>• change influences behavior (what people can do) and attitude (how they feel about themselves).</li> <li>• families share responsibilities.</li> <li>• people take on more responsibilities as they grow up.</li> </ul>
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<p><b>Unit Learning Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• that some changes can be seen (physical changes), such as growing bigger.</li> <li>• that some changes cannot be seen (emotional and social changes), such as having more friends.</li> <li>• that family members share the work and responsibilities at home.</li> <li>• that they can take on more responsibilities as they grow up.</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• state physical changes that can be seen.</li> <li>• state social/emotional changes that cannot be seen as they grow.</li> <li>• identify tasks and responsibilities that family members perform.</li> <li>• state ways that they can help at home to share in the family's responsibilities.</li> </ul>
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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 communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.
- Many health-related situations require the application of a thoughtful decision making process.
- Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
- Personal core ethical values impact the health of oneself and others.
- Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.
- Personal core ethical values impact the behavior of oneself and others
- Service projects provide an opportunity to have a positive impact on the lives of self and others.
- Participation in social and health- or service-organization initiatives have a positive social impact.
- Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Applying first-aid procedures can minimize injury and save lives.
- Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of self and others.
- Many factors at home, school, and in the community impact social and emotional health.
- Social and emotional development impacts all components of wellness.

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

2.2.6.A.1	Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.
2.2.4.B.1	Use the decision-making process when addressing health-related issues.
2.2.4.B.2	Differentiate between situations when a health-related decision should be made independently or with the help of others.
2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
2.2.6.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.
2.2.4.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.
2.2.6.C.1	Explain how character and core ethical values can be useful in addressing challenging situations.
2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
2.2.6.D.1	Appraise the goals of various community or service-organization initiatives to determine opportunities for volunteer service.
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.

2.1.4.D.1	Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).
2.1.4.D.2	Summarize the various forms of abuse and ways to get help.
2.1.4.D.3	Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
2.1.4.D.4	Demonstrate simple first-aid procedures for choking, bleeding, burns, and poisoning.
2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What is good character and why is it important?</li> <li>• Why is it essential to have community members to assist when in an emergency?</li> <li>• In what ways do our relationships with others affect our health and well-being?</li> <li>• Who do you call in case of an emergency?</li> <li>• What are the causes of conflict and how can conflict be prevented?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that....</i></p> <ul style="list-style-type: none"> <li>• There are possible causes of conflict between people that can be prevented and/or resolved</li> <li>• Injuries can be prevented by practicing safety procedures at home, in school, and in the community</li> <li>• There are community helpers that can assist in times of need.</li> <li>• There are consequences to actions</li> </ul>
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<p><b>Unit Learning Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• identify basic social and emotional needs of all people</li> <li>• determine possible conflicts that occur between and among people at home, in school, and in the community</li> <li>• collaborate to determine healthy ways to cope with conflict and stress</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> <li>• list personal needs and wants in health and safety situations</li> <li>• demonstrate healthy decision making in communicating with others to resolve conflict</li> <li>• dramatize situations that may cause conflict and the healthy resolution of conflict/stress</li> <li>• Identify types of disabilities and demonstrate</li> <li>• appropriate behavior when interacting with people with disabilities</li> <li>• Relate decision making to one's health</li> <li>• Determine ways parents and others can influence health decisions</li> </ul>
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**Evidence of Learning**

<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Classroom Discussion</li> <li>• Portfolios</li> <li>• Anecdotal Notes</li> <li>• Cooperative Learning Groups</li> <li>• Exit Slips</li> <li>• Open Ended Questions</li> <li>• Checklists</li> <li>• Vocabulary Quizzes</li> <li>• Presentations or Projects</li> <li>• Rubrics</li> </ul>
<p><b>Summative/Benchmarks Assessments</b></p> <ul style="list-style-type: none"> <li>• Participation and teacher observation</li> <li>• Pre-test, post-test, and daily work</li> <li>• End of unit tests</li> <li>• Anecdotal records</li> </ul>
<p><b>Modifications (ELLs, Special Education, Students at Risk for Failure, Gifted and Talented)</b></p> <p><b>ELL</b></p> <ul style="list-style-type: none"> <li>• Use visuals</li> <li>• Provide peer assistant or "buddy (does not necessarily have to speak the primary</li> </ul>

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:**