



# HOWELL

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## PUBLIC SCHOOLS

**Howell Township  
Comprehensive Health & Physical Education Curriculum**

**HOWELL TOWNSHIP PUBLIC SCHOOLS**  
**COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION**  
**CURRICULUM**

**K-8**



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### **PHILOSOPHY of COMPREHENSIVE HEALTH and PHYSICAL EDUCATION**

The comprehensive Health and Physical Education curriculum is an integral part of the K-8 educational experience. The Health and Physical Education Department of Howell Township Schools strives to meet the physical, mental and social needs of the child. Through the use of the New Jersey Student Learning Standards, the students' needs will be met by a wide variety of experiences and activities that promote health and wellness.

During the instructional period, utilizing individual and group activities as well as classroom experiences, the comprehensive Health and Physical Education program provides a prescription for all children to learn.

To provide for maximum growth and development at every entry level, the curriculum is organized to include a progression of skills and activities for all children from kindergarten through eighth grade. Through participation, this progression encourages the development of personal and mental health, physical wellness, and safety.

## **GOALS OF THE COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION PROGRAM INCLUDE:**

- Promoting each student's optimal physical, mental, emotional, and social development.
- Promoting cognitive content and learning experiences that support a variety of physical activity areas including basic movement skills; team, dual, and individual sports; physical fitness; rhythm and dance; and lifetime recreational activities.
- Addressing and integrating the full range of categorical health problems and issues that impact the quality of life.
- Incorporating the use of technology and encouraging students to research and use valid and reliable sources of health information.
- Incorporating student-centered and interactive activities that encourage social and emotional health through classroom discussion, research, modeling, and practice.

### **New Jersey Student Learning Standards Comprehensive Health and Physical Education**

#### **INTRODUCTION**

##### **Comprehensive Health and Physical Education**

Successful preparation of students for the opportunities, rigors and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLS-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences. The NJSLS-CHPE mission and vision reflects this perspective:

##### **Mission:**

All students will acquire the knowledge and skills of what is most essential to become individuals who possess health and physical literacy and pursue a life of wellness by developing the habits necessary to live healthy, productive lives that positively impact their families, schools and communities.

**Vision:**

A quality comprehensive health and physical education program fosters a population that:

- Maintains mental health awareness and relies on social/emotional support systems;
- Engages in a physically active lifestyle;
- Maintains awareness of health and wellness and how to access resources;
- Recognizes the influence of media, peers, technology, and cultural norms in making informed health-related decisions as a consumer of health products and wellness services;
- Practices effective cross-cultural communication and conflict resolution skills;
- Builds and maintains healthy relationships;
- Accepts and respects individual and cultural differences; and
- Advocates for personal, family, community, and global wellness and is aware of local, national and global public health and climate change issues.

**Spirit and Intent**

The (NJSLS-CHPE) highlights the expectation that all students participate in a high-quality, K–12 sequential, health and physical education program that emphasizes 21st Century skills and interdisciplinary connections to empower students to live a healthy active lifestyle. The standards provide a blueprint for curriculum development, instruction, and assessment, and reflect the latest research for effective health and physical education programs. The primary focus of the standards consists of the development of concepts and skills that promote and influence healthy behaviors.

**Framework for NJ Designed Standards**

The design of this version of the NJSLS – Comprehensive Health and Physical Education is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of comprehensive health and physical education as stated in the beginning of this document;
- foster greater coherence and appropriate progressions across grade bands;
- establish meaningful connections among the major areas of study within comprehensive health and physical education;
- prioritize the important ideas and core processes that are central to comprehensive health and physical education and have lasting value beyond the classroom; and
- reflect the habits of mind central to comprehensive health and physical education that lead to post-secondary success.

## **Revised Standards**

### **Vision and Mission**

The Vision and Mission serve as the foundation for each content areas' standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.

### **Performance Expectations**

The Performance Expectations are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important for students to know to be prepared for post-secondary success

### **Disciplinary Concepts and Core Ideas**

The Disciplinary Concepts and Core Ideas are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).

### **Practices**

The Practices are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral to K–12 students' learning of the disciplines.

The NJSLS-CHPE revised standards incorporate rigorous evidence-based processes resulting in a focus on concepts that are essential for lifelong student wellness. This set of standards disaggregates disciplinary concepts of health and physical education into three standards, adds ten practices to promote student-centered learning, develops K–12 learning progressions for disciplinary concepts, and incorporates legislative requirements into the standards. In addition, the 2020 NJSLS-CHPE reflect the current thinking and best practices found in health and physical education documents published by national content-specific organizations as well as public health and other education organizations and agencies.



## Comprehensive Health and Physical Education Practices

The ten Comprehensive Health and Physical Education practices describe the ways in which individuals in these field engage in their careers as well as reflect the actions and behaviors of active, informed, responsible individuals and contributing community members. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations.

| Practice   | Description   |
|--|---|
| Acting as responsible and contributing member of society     | Individuals who possess health and physical literacy understand the obligations and responsibilities of being a member of a community. They demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and on their environment. They consider the short-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their families, teams, community, and school. They are reliable and consistent in going beyond the minimum expectation and in participating in community outreach that serves the greater good.   |
| Building and maintaining healthy relationships               | Individuals who possess health and physical literacy establish and maintain healthy relationships by utilizing positive communication and social skills to interact effectively with others. They are aware of others' feelings and ideas. They respect differences and identify ways to resist inappropriate social pressure. Students demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways. They identify who, when and where, or how to seek help for oneself or others when needed.  |
| Communicating clearly and effectively (verbal and nonverbal) | Individuals who possess health and physical literacy communicate thoughts, ideas, emotions and action plans with clarity, using written, verbal and/or visual methods. They are excellent communicators who master movements, word choices, and use of effective tone and presentation skills to articulate ideas and movements. They are skilled at interacting with others as they are active listeners who speak clearly and with a purpose. They demonstrate and perform movements and skills with accuracy and balance. They consider the audience and prepare accordingly to ensure the desired outcome.  |
| Resolving conflict   | Individuals who possess health and physical literacy acknowledge problems in school and in the community and develop skills to create strategies to resolve the issue. They are aware of the reason(s) of the conflict and quickly take positive action to address the problem. They thoughtfully probe the root cause of the conflict prior to introducing a resolution. They carefully consider the consequences both positive and negative to resolve the conflict. Once a resolution is agreed upon, they follow through to ensure the conflict is resolved, whether through their own actions or the actions of others and they take the necessary steps to eliminate the conflict from recurring. |

| Practice  | Description   |
|---|---|
| Attending to personal health, emotional, social and physical well-being | Individuals who possess health, emotional, social and physical literacy understand the relationship between the body and the mind. They create and implement a personal self-care plan that promotes a healthy lifestyle. They recognize the importance of a healthy diet, regular exercise, and promote mental health activities that lead to healthier behaviors. They also take regular actions that contribute to their personal, emotional, and social well-being by regulating emotions, understanding personal self-care, and engaging in appropriate self-expression. Establishing outlets that are safe and take place in healthy environments allow for positive social interaction for self and others. They recognize that an active body promotes an active healthy mind that contributes to their overall health. |
| Engaging in an active lifestyle   | Individuals who possess health and physical literacy understand the importance of wellness and being active throughout their lifetime. They understand that daily activity is crucial to establishing and maintaining good health habits of regular exercise, a balanced diet, and healthy social and mental activities that encourage help seeking skills. They know that an active lifestyle lowers the risk of cardiovascular diseases by strengthening the immune system. They also take regular action to contribute to their active lifestyle with regular health exams, a personalized fitness plan, and balanced daily schedule that provides the peace of mind and satisfaction required to fully enjoy an active lifestyle.   |
| Making decisions  | Individuals who possess health and physical literacy make informed, responsible decisions in order to lead a lifestyle that promotes wellness. Students examine their options and consider their values, their own beliefs, and consequences, that will impact their decisions. They develop, implement, and model effective critical thinking skills in their decision-making process. They consider the impacts of the decisions to self and others and evaluate whether the results of their decision promote one's health or present a risk. They analyze if a decision can be made individually or collaboratively.  |
| Managing-self   | Individuals who possess health and physical literacy understand and practice strategies for managing one's own emotions, thoughts and behaviors. They recognize the skills needed to establish and achieve success in situations. They identify and apply skills, such as self-regulating, self-control, asking questions, and setting goals to persevere and overcome barriers. They research reliable sources to inform and engage in healthy behaviors. They reflect on personal experiences, and recognize their strengths, traits and limitations to avoid risky or dangerous behaviors and situations.  |
| Setting goals   | Individuals who possess health and physical literacy are focused with a plan in mind and a task to complete. They set high but realistic standards, prioritize responsibilities, utilize time wisely and think short and long-term to achieve the intended results. Goal-setters are organized, self-directed, highly motivated, curious, and desirous of living healthy and productive lives.  |

| Practice                           | Description   |
|------------------------------------|---|
| Using technology tools responsibly | Individuals who possess health and physical literacy find and maximize the productive value of existing with new technology to accomplish personal and professional <b>tasks</b> . They are flexible and adaptive in acquiring and operating new technology. They are proficient with ubiquitous technology applications. They understand the laws, inherent risks - personal and organizational - of technology applications, and they take actions to prevent or mitigate these risks as responsible users. |

### Standards in Action: Climate Change

The impact of climate change on human health is a significant threat to our way of life. The human induced climate change is increasing nationwide. Rising greenhouse gas, increasing temperature changes, the changes of intensity of extreme weather events and the rising sea levels are endangering our food supplies, the quality of the air we breathe, and increasing diseases through our water, and through transmitted vector diseases from mosquitoes and ticks. No one is exempt, some people will be exposed by threats sooner and others are exposed to these threats not previously experienced in their region or location. This is also true to our health and physical education students who are thrust into this complex issue in where they live. Through comprehensive health and physical education, students have opportunities in class and through design thinking programs to foster the skills associated with complex, creative problem solving and promote a work culture to build capacity for economic and social change. The goal is to raise awareness, understand how to leverage resources in their community and to create solutions for a healthier future of a lifestyle of wellness.

### Structure of the NJSLS-CHPE

There are three Comprehensive Health and Physical Education standards:

- Standard 2.1 Personal and Mental Health
- Standard 2.2 Physical Wellness
- Standard 2.3 Safety

The *core ideas* are derived from the disciplinary concepts, and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

## Coding of Performance Expectations

To promote a unified vision of the NJSLS-CHPE, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

- |  |                                      |   |
|--|--------------------------------------|---|
| • Personal Growth and Development (PGD)        | • Movement Skills and Concepts (MSC) | • Health Conditions, Diseases and Medicines (HCDM)    |
| • Pregnancy and Parenting (PP)                 | • Physical Fitness (PF)              | • Alcohol, Tobacco and other Drugs (ATD)              |
| • Emotional Health (EH)                        | • Lifelong Fitness (LF)              | • Dependency, Substance Disorder and Treatment (DSDT) |
| • Social and Sexual Health (SSH)               | • Nutrition (N)                      |   |
| • Community Health Services and Support (CHSS) | • Personal Safety (PS)               |   |

The performance expectation alphanumeric code should be interpreted as follows (e.g., 2.1.2.EH.1):

| 2.1             | 2                   | EH                   | 1                       |
|-----------------|---------------------|----------------------|-------------------------|
| Standard number | By the end of grade | Disciplinary Concept | Performance Expectation |

## New Jersey Legislative Statutes

### Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills ([N.J.A.C. 6A:8-3.1\(c\)](#)).



### **Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The 2020 NJSLS-CHPE continue to incorporate New Jersey Legislative Statutes related to the health and well-being of students in New Jersey public schools, including those enacted from 2019:

#### **Consent (N.J.S.A. 18A:35)**

Requires age-appropriate instruction in grades six through 12 on the law and meaning of consent for physical contact and sexual activity as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall be designed to increase discussion and awareness that consent is required before physical contact or sexual activity, as well as the social, emotional, and relational impact surrounding sexuality, the right to say no to unwanted physical contact or sexual activity, and the virtues of respecting the right of others to say no.

#### **Mental Health (N.J.S.A. 18A:35-4.39)**

A school district shall ensure that its health education programs for students in grades kindergarten through 12 recognize the multiple dimensions of health by including mental health and the relation of physical and mental health so as to enhance student understanding, attitudes, and behaviors that promote health, well-being, and human dignity. The instruction in mental health shall be adapted to the age and understanding of the students and shall be incorporated as part of the district’s implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The instruction shall include, as appropriate, information on substance abuse provided pursuant to the implementation of these standards and to section 1 of P.L.2016, c.46 (C.18A:40A-2.1). The State Board of Education shall review and update the New Jersey Student Learning Standards in Comprehensive Health and Physical Education to ensure the incorporation of instruction in mental health in an appropriate place in the curriculum for students in grades kindergarten through 12. In its review, the State board shall consult with mental health experts including, but not limited to, representatives from the Division of Mental Health and Addiction Services in the Department of Human Services.

#### **New Jersey Safe Haven Infant Protection Act (N.J.S.A. 18A:35-4.40 & 18A:35-4.41)**

The Department of Education shall review the New Jersey Student Learning Standards for Comprehensive Health and Physical Education to ensure that information on the provisions of the "New Jersey Safe Haven Infant Protection Act," P.L.2000, c.58 (C.30:4C-15.5 et seq.) shall be included therein to public school students in grades 9 through 12.

### **Sexting (N.J.S.A. 18A:35-4.33)**

A Board of education shall include instruction on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means once during middle school in an appropriate place in the curriculum as part as of the school district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education shall provide school districts with age-appropriate sample learning activities and resources designed to implement this requirement.

### **Sexual abuse and assault awareness and prevention education (N.J.S.A 18A:35-4.5a.)**

Requires each school district shall incorporate age-appropriate sexual abuse and assault awareness and prevention education in grades preschool through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education. The Commissioner of Education, in consultation with the Department of Children and Families, the New Jersey Coalition Against Sexual Assault, Prevent Child Abuse New Jersey, the New Jersey Children's Alliance, and other entities with relevant expertise, shall provide school districts with age-appropriate sample learning activities and resources.

### **New Jersey Legislative Statutes Summary (Legislation enacted prior to 2014)**

#### ***Accident and Fire Prevention (N.J.S.A. 18A:6-2)***

Requires instruction in accident and fire prevention. Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

#### ***Breast Self-Examination (N.J.S.A. 18A:35-5.4)***

Requires instruction on breast self-examination. Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

#### ***Bullying Prevention Programs (N.J.S.A. 18A:37- 17)***

Requires the establishment of bullying prevention programs. Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

#### ***CPR/ AED Instruction (N.J.S.A. 18A:35-4.28-4.29)***

Requires public high schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.

*Cancer Awareness (N.J.S.A. 18A:40-33)*

Requires the development of a school program on cancer awareness.

*Dating Violence Education (N.J.S.A. 18A: 35-4.23a)*

Requires instruction regarding dating violence in grades 7 through 12. Each school district shall incorporate dating violence education that is age appropriate into the health education curriculum as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education for students in grades 7 through 12. The dating violence education shall include, but not be limited to, information on the definition of dating violence, recognizing dating violence warning signs, and the characteristics of healthy relationships.

*Domestic Violence Education (N.J.S.A. 18A:35-4.23)*

Allows instruction on problems related to domestic violence and child abuse. A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

*Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1)*

Requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines. Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21-2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

*Gang Violence Prevention (18A:35-4.26)*

Requires instruction in gang violence prevention for elementary school students. Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

*Lyme Disease Prevention (N.J.S.A. 18A:35-5.1)*

Requires the development of Lyme disease curriculum guidelines. The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to ensure that the curriculum reflects the most current information available.



#### *Organ Donation (N.J.S.A. 18A:7F-4.3)*

Requires information relative to organ donation to be given to students in grades 9 through 12. The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4).

#### *Sexual Assault Prevention (N.J.S.A. 18A:35-4.3)*

Requires the development of a sexual assault prevention education program. The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program. Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

#### *Stress Abstinence (N.J.S.A. 18A:35-4.19-20)*

Also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

#### *Suicide Prevention (N.J.S.A. 18A: 6-111)*

Requires instruction in suicide prevention in public schools. Instruction in suicide prevention shall be provided as part of any continuing education that public-school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.



*Time devoted to course in Health, Safety and Physical Education (N.J.S.A. 18A: 35-5)*

[N.J.S.A. 18A: 35-5](#) requires each board of education shall conduct as a part of the instruction in the public schools' courses in health, safety and physical education, which courses shall be adapted to the ages and capabilities of the pupils in the several grades and departments. To promote the aims of these courses any additional requirements or rules as to medical inspection of school children may be imposed. Every pupil, except kindergarten pupils, attending the public schools, insofar as he is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation ([N.J.S.A. 18A: 35-7](#)). The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week ([N.J.S.A. 18A: 35-8](#)).

*Legislation that can apply to all content areas*

**Amistad Law** [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

**Holocaust Law** (N.J.S.A. 18A:35-28)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

**LGBT and Disabilities Law** (N.J.S.A. 18A:35-4.35)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. [N.J.S.A.18A:35-4.36](#) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of [N.J.S.A. 18A:35-4.35](#).

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**2022 New Jersey Student Learning Performance Expectations**  
**Comprehensive Health and Physical Education Curriculum**

- 2.1 Personal and Mental Health
  - o Personal Growth and Development
  - o Pregnancy and Parenting
  - o Emotional Health
  - o Social and Sexual Health
  - o Community Health Services and Support
- 2.2 Physical Wellness
  - o Movement Skills and Concepts
  - o Physical Fitness
  - o Lifelong Fitness
  - o Nutrition
- 2.3 Safety
  - o Personal Safety
  - o Health Conditions, Disease and Medicines
  - o Alcohol, Tobacco and other Drugs
  - o Dependency, Substances Disorder and Treatment

# **HOWELL TOWNSHIP PUBLIC SCHOOLS**

## **COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION CURRICULUM**

**K-2**



**July 2022**

**STANDARD 2.1 (Personal and Mental Health)**  
**Grades K-2**

| <b>BY THE END OF GRADE 2:</b>          |  |  |
|--|--|--|
| <b>Disciplinary Concept</b>            | <b>Core Idea</b>   | <b>Performance Expectations</b>  |
| <b>Personal Growth and Development</b> | <p>Individuals enjoy different activities and grow at different rates.</p> <p>Personal hygiene and self-help skills promote healthy habits.</p>                            | <ul style="list-style-type: none"> <li>● 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</li> <li>● 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth)</li> <li>● 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</li> <li>● 2.1.2.PGD.4: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> <li>● 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</li> </ul>                    |
| <b>Pregnancy and Parenting</b>         | All living things may have the capacity to reproduce.  | <ul style="list-style-type: none"> <li>● 2.1.2.PP.1: Define Reproduction.</li> <li>● 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).</li> </ul>  |
| <b>Emotional Health</b>                | <p>Many factors influence how we think about ourselves and others.</p> <p>There are different ways that individuals handle stress, and some are healthier than others.</p> | <ul style="list-style-type: none"> <li>● 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>● 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>● 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>● 2.1.2.EH.4: Demonstrate strategies for managing one’s own emotions, thoughts, and behaviors.</li> <li>● 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</li> </ul> |

|  |   |   |
|--|---|---|
| <b>Social and Sexual Health</b>              | <p>Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.</p> <p>Families shape the way we think about our bodies, our health and our behaviors.</p> <p>People have relationships with others in the local community and beyond.</p> <p>Communication is the basis for strengthening relationships and resolving conflict between people.</p> <p>Conflicts between people occur, and there are effective ways to resolve them.</p> | <ul style="list-style-type: none"> <li>● 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.</li> <li>● 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.</li> <li>● 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.</li> <li>● 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.</li> <li>● 2.1.2.SSH.5: Identify basic social needs of all people.</li> <li>● 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.</li> <li>● 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.</li> <li>● 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).</li> <li>● 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.</li> </ul> |
| <b>Community Health Services and Support</b> | <p>People in the community work to keep us safe.</p>  | <ul style="list-style-type: none"> <li>● 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.</li> <li>● 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.</li> <li>● 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.</li> <li>● 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.</li> </ul>  |

|  |   |  |
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|  | <p>Individuals face a variety of situations that may result in different type of feelings and learning how to talk about their feelings is important.</p> | <ul style="list-style-type: none"> <li>● 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.</li> <li>● 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).</li> </ul> |
|--|---|--|



|  |                   |            |            |                    |
|--|-------------------|------------|------------|--------------------|
| <b>Standard:</b> 2.1 Personal and Mental Health  |                   |            |            |                    |
| <b>Disciplinary Concept:</b> PERSONAL GROWTH AND DEVELOPMENT   |                   |            |            |                    |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>• Individuals enjoy different activities and grow at different rates.</li> <li>• Personal hygiene and self-help skills promote healthy habits.</li> </ul>   |                   |            |            |                    |
| <b>Performance Expectations:</b> <ul style="list-style-type: none"> <li>• 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.</li> <li>• 2.1.2.PGD.2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth)</li> <li>• 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.</li> <li>• 2.1.2.PGD.4: Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> <li>• 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.</li> </ul> |                   |            |            |                    |
| <b>Big Idea:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy active lifestyle.  |                   |            |            |                    |
| <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>2. What causes optimal growth and development? (exercise, diet, activity, rest, social &amp; emotional health and awareness).</li> </ol>   |                   |            |            |                    |
| <b>Instructional Objectives:</b><br>The Students will be able to... <ol style="list-style-type: none"> <li>1. Explain what being “well” means and identify self-care practices that support wellness.</li> <li>2. Use correct terminology to identify body parts, and explain how body parts work together to support wellness.</li> </ol>   |                   |            |            |                    |
| <b>Suggested Vocabulary to Improve Literacy:</b>   |                   |            |            |                    |
| grooming   | gums              | intestines | middle ear | circulatory system |
| floss  | cavity            | stretching | lungs      | blood              |
| doctor   | senses            | cool down  | breathe    | germs              |
| patient  | sunglasses        | warm-up    | muscles    | heartbeat          |
| checkup  | sunscreen         | iris       | nerves     | circulatory        |
| sleep  | permanent teeth   | pupil      | weight     | heart              |
| bedtime  | dental procedures | ear drum   | skull      | vessels            |
| energy   | mouth             | inner ear  | spine      | exercise           |
| dentist  | stomach           | outer ear  | back bone  | mindfulness        |
| hip bone   | ribs              | leg bones  | lungs      | anxiety            |

|  |            |
|--|------------|
| Wellness   | acceptance |
| <b>Suggested Activities:</b><br><br><i><b>Kindergarten</b></i> (Macmillan/McGraw Hill Health and Wellness Kit)<br>Chapter 1, Lesson 1: What is Health?<br>Chapter 3, Lesson 4: Practice Healthful Habits.<br>Chapter 5, Lesson 1: Healthful Habits.<br>Chapter 5, Lesson 2: Set Health Goals.<br>Chapter 5, Lesson 3: Caring for Your Teeth.<br>Chapter 5, Lesson 6: Why do you need rest?<br><br><i><b>First &amp; Second Grade</b></i> (McGraw Hill /Teacher Health Kit Lessons)<br>Lesson 1 What is good health?<br>Lesson 2 Rest and sleep<br>Lesson 3 Oral health<br>Lesson 4 Taking care of eyes, ears and skin<br><br><i><b>Health Handbook: Think Central</b></i><br>Bedtime for Francis<br>Why Mosquitoes buzz in People Ears<br>Helen Keller<br>Berenstain Bears<br>Franklin Series<br>Arthur Series<br>Magic School Bus |            |
| <b>Suggested Curriculum Integration:</b><br><br>Language Arts- non fiction reading, question and response, vocabulary flip chart<br>Science –Health Activity   |            |
| <b>Suggested Resources:</b><br><br>United Streaming<br>Destiny.howell.k12.nj.us<br>Library books<br>Brain Pop Jr.<br>Yahooligans<br>Enchanted Learning.com<br>Movies<br>Dental Visits<br>Student Resource Officer<br>Fire Department<br>Learn 360<br>Magic School bus series   |            |

Scholastic Magazines  
HSP Health Activity Book  
Calm.com  
Gonoodle.com

**Suggested Assessments:**

Lesson/chapter reviews  
Chapter tests  
Class work  
Performance in group and individual hands-on activities  
Open-ended responses  
Classroom discussions

**Standard:** 2.1 Personal and Mental Health

**Disciplinary Concept:** Pregnancy and Parenting

**Core Idea:**

- All living things may have the capacity to reproduce.

**Performance Expectations:**

- 2.1.2.PP.1: Define Reproduction.
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

**Big Idea:** Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

**Essential Questions:**

1. Why is it important for a pregnant mother to live a healthy lifestyle?
2. Why is it important to make healthy choices such as diet, sleep and abstinence from behaviors that can put you at risk?

**Instructional Objectives:**

*Students will be able to...*

1. Identify and explain the factors that contribute to a mother having a healthy baby.

**Suggested Vocabulary for Improving Literacy:**

birth  
mother  
Born  
Pregnancy  
Abstinence

**Suggested Activities:**

Sample learning activities NJCHPE framework K-2

**Suggested Curriculum Integration:**

Language Arts- non fiction reading, question and response, vocabulary flip chart  
Active Listening Skills  
Speaking: Discussion, word choice

**Suggested Resources:**

United Streaming  
Destiny howell.k12.nj.us  
Library books  
Brain pop junior  
Yahooligans  
Enchanted Learning.com  
HSP Health Activity Book  
My Two Moms and Me  
My Two Dads and Me  
Daddy, Pappa and Me

**Suggested Assessments:**

Lesson/chapter reviews  
Chapter tests  
Class work  
Performance in group and individual hands-on activities  
Open-ended responses  
Multi-media presentations  
Classroom discussion

|  |
|--|
| <b>Standard:</b> 2.1 Personal and Mental Health  |
| <b>Disciplinary Concept:</b> Emotional Health  |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>Many factors influence how we think about ourselves and others.</li> <li>There are different ways that individuals handle stress, and some are healthier than others</li> </ul>   |
| <b>Performance Expectations:</b> <ul style="list-style-type: none"> <li>2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.</li> <li>2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.</li> <li>2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).</li> <li>2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.</li> <li>2.1.2.EH.5: Explain healthy ways of coping with stressful situations.</li> </ul> |

|   |            |                |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
|---|------------|----------------|------------|---------|---------|------------|-------------|-------|---------|--------|--------|---------|-----------|--------|----------------|-------|-----------|----------------|-------------|------------|--|------------|-----------|--|--------------|--|--|
| <b>Big Idea:</b> Taking responsibility and actions for one’s own health is an essential step towards developing and maintaining a healthy active lifestyle.   |            |                |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
| <b>Essential Questions:</b> <ol style="list-style-type: none"><li>1. How can you learn to like yourself?</li><li>2. What tools can you use to gain confidence and acceptance within yourself?</li></ol>   |            |                |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
| <b>Instructional Objectives:</b><br>The students will be able to... <ol style="list-style-type: none"><li>1. Identify basic social and emotional needs of all people.</li><li>2. Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</li><li>3. Explain healthy ways of coping with common stressful situations experienced by children such as failure.</li></ol>   |            |                |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
| <b>Suggested Vocabulary to Improve Literacy:</b> <table><tr><td>friend</td><td>behavior</td><td>acceptance</td></tr><tr><td>talents</td><td>mistake</td><td>confidence</td></tr><tr><td>self esteem</td><td>learn</td><td>success</td></tr><tr><td>stress</td><td>manage</td><td>failure</td></tr><tr><td>household</td><td>chores</td><td>responsibility</td></tr><tr><td>Rules</td><td>tolerance</td><td>accountability</td></tr><tr><td>personality</td><td>appearance</td><td></td></tr><tr><td>classmates</td><td>volunteer</td><td></td></tr><tr><td>school staff</td><td></td><td></td></tr></table> | friend     | behavior       | acceptance | talents | mistake | confidence | self esteem | learn | success | stress | manage | failure | household | chores | responsibility | Rules | tolerance | accountability | personality | appearance |  | classmates | volunteer |  | school staff |  |  |
| friend  | behavior   | acceptance     |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
| talents   | mistake    | confidence     |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
| self esteem   | learn      | success        |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
| stress  | manage     | failure        |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
| household   | chores     | responsibility |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
| Rules   | tolerance  | accountability |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
| personality   | appearance |                |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
| classmates  | volunteer  |                |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |
| school staff  |            |                |            |         |         |            |             |       |         |        |        |         |           |        |                |       |           |                |             |            |  |            |           |  |              |  |  |

**Suggested Activities:*****Kindergarten*** (Macmillan/McGraw Hill Health and Wellness Kit)

Chapter 1, Lesson 2: Everyone has feelings.

Chapter 1, Lesson 3: What do you do about your feelings?

Chapter 1, Lesson 4: You are Special.

Chapter 1, Lesson 5: You can show good character.

Chapter 1, Lesson 6: Communicate.

***First and Second Grade*** (McGraw Hill /Teacher Health Kit Lessons)

Lesson 9: You and Your Feelings

Lesson 10: Getting along with others.

Lesson 11: Feeling good about yourself.

Lesson 12: Dealing with stress.

Lesson 13: Getting along with your family.

Lesson 14: Getting along with your friends.

Lesson 15: A Healthy Classroom.

Tolerance Education

Role playing

Character Education Programs

Community Resource Officer

Guidance Counselors

Have you Filled a Bucket Today

Ira Sleeps Over

Frog and Toad are Friends

**Suggested Curriculum Integration:**

Language Arts- non fiction reading, question and response, vocabulary flip chart

Family and Community Life

**Suggested Resources:**

United Streaming

Destiny howell.k12.nj.us

Library books

Brain pop junior

Yahooligans

Enchanted Learning.com

HSP Health Activity Book

Learn 360

Brain Pop Jr.

**Suggested Assessments:**

Lesson/chapter reviews  
Chapter tests  
Class work  
Performance in group and individual hands-on activities  
Open-ended responses  
Multi-media presentations  
Classroom discussions

**Standard:** 2.1 Personal and Mental Health**Disciplinary Concept:** Social and Sexual Health**Core Idea:**

- Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do.
- Families shape the way we think about our bodies, our health and our behaviors.
- People have relationships with others in the local community and beyond.
- Communication is the basis for strengthening relationships and resolving conflict between people.
- Conflicts between people occur, and there are effective ways to resolve them.

**Performance Expectations:**

- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.

**Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy active lifestyle.

**Essential Questions:**

1. How can you learn to accept yourself and others along with their individual differences?

**Instructional Objectives:**

The students will be able to...

1. Identify basic social and emotional needs of all people.
2. Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
3. Explain healthy ways of coping with common stressful situations experienced by children.

**Suggested Vocabulary to Improve Literacy:**

|                |            |            |
|----------------|------------|------------|
| friend         | behavior   | acceptance |
| talents        | mistake    |            |
| self esteem    | learn      |            |
| stress         | manage     |            |
| household      | chores     |            |
| responsibility | rules      |            |
| personality    | appearance |            |
| classmates     | volunteer  |            |
| school staff   | tolerance  |            |

**Suggested Activities:**

***Kindergarten*** (Macmillan/McGraw Hill Health and Wellness Kit)

Chapter 1, Lesson 2: Everyone has feelings.

Chapter 1, Lesson 3: What do you do about your feelings?

Chapter 1, Lesson 4: You are Special.

Chapter 1, Lesson 5: You can show good character.

Chapter 1, Lesson 6: Communicate.

***First and Second Grade*** (McGraw Hill /Teacher Health Kit Lessons)

Lesson 9: You and Your Feelings

Lesson 10: Getting along with others.

Lesson 11: Feeling good about yourself.

Lesson 12: Dealing with stress.

Lesson 13: Getting along with your family.

Lesson 14: Getting along with your friends.

Lesson 15: A Healthy Classroom.



Tolerance Education  
Role playing  
Character Education Programs  
Community Resource Officer  
Guidance Counselors  
Have you Filled a Bucket Today  
Ira Sleeps Over  
Frog and Toad are Friends

**Suggested Curriculum Integration:**

Language Arts- non fiction reading, question and response, vocabulary flip chart  
  
Family and Community Life

**Suggested Resources:**

United Streaming  
Destiny howell.k12.nj.us  
Library books  
Brain pop junior  
Yahooligans  
Enchanted Learning.com  
HSP Health Activity Book  
Learn 360  
Seesaw  
Brain Pop Jr.

**Suggested Assessments:**

Lesson/chapter reviews  
Chapter tests  
Class work  
Performance in group and individual hands-on activities  
Open-ended responses  
Multi-media presentations  
Classroom discussions

**Standard:** 2.1 Personal and Mental Health

**Disciplinary Concept:** Community Health Services and Support

**Core Idea:**

- People in the community work to keep us safe.
- Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important.

**Performance Expectations:**

- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

**Big Idea:** The use of critical thinking, decision-making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

**Essential Questions:**

1. Where do I go to access information about good health and fitness services?
2. What's more important; prevention or cure?

**Instructional Objectives:**

The Students will be able too...

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

**Suggested Vocabulary for Improving Literacy:**

|                    |                    |
|--------------------|--------------------|
| Hospital           | doctor             |
| emergency room     | guidance counselor |
| health care worker |                    |
| EMS worker         |                    |
| ambulance          |                    |
| clinic             |                    |
| prevention         |                    |
| cure               |                    |

**Suggested Activities:*****Kindergarten*** (Macmillan/McGraw Hill Health and Wellness Kit)

Chapter 9, Lesson 1: People who can help you.

Chapter 9, Lesson 2: You can help yourself.

Chapter 9, Lesson 3: Find Health Facts. Get Help.

Chapter 9: Lesson 4: Put Your Health First.

***First and Second Grade*** (McGraw Hill /Teacher Health Kit Lessons)

Lesson 34: Community health workers.

**Suggested Curriculum Integration:**

Language Arts- non fiction reading, question and response, vocabulary flip chart

Social Studies: Family and Community Life

Active Listening Skills

Speaking: Discussion, word choice

**Suggested Resources:**

United Streaming

Destiny howell.k12.nj.us

Library books

Brain Pop Jr.

Yahooligans

Enchanted Learning.com

Role playing

Character Education Programs

Community Resource Officer

Guidance Counselors

Field trips

Learn 360

HSP Health Activity Book

Leader in Me

Seesaw

**Suggested Assessments:**

Lesson/chapter reviews

Chapter tests

Class work

Performance in group and individual hands-on activities

Open-ended responses

Multi-media presentations

**STANDARD 2.2 (Physical Wellness)**  
**K-2**

| <b>BY THE END OF GRADE 2:</b>       |  |  |
|-------------------------------------|--|--|
| <b>Disciplinary Concept</b>         | <b>Core Idea</b>   | <b>Performance Expectations</b>  |
| <b>Movement Skills and Concepts</b> | <p>The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</p> <p>Feedback impacts and improves the learning of movement skills and concepts.</p> <p>Teamwork consists of effective communication and respect among class and team members.</p> | <ul style="list-style-type: none"> <li>● 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</li> <li>● 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</li> <li>● 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</li> <li>● 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</li> <br/> <li>● 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</li> <br/> <li>● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</li> <li>● 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li> <li>● 2.2.2.MSC.8: Explain the difference between offense and defense.</li> </ul> |

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|-------------------------|---|--|
| <b>Physical Fitness</b> | The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.   | <ul style="list-style-type: none"> <li>● 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</li> <li>● 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</li> <li>● 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</li> <li>● 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</li> </ul>  |
| <b>Lifelong Fitness</b> | <p>Exploring wellness components provide a foundational experience of physical movement activities.</p> <p>Resources that support physical activity are all around you.</p> | <ul style="list-style-type: none"> <li>● 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.</li> <li>● 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</li> <li>● 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li> <li>● 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</li> </ul> |
| <b>Nutrition</b>        | Nutritious food choices promote wellness and are the basis for healthy eating habits.   | <ul style="list-style-type: none"> <li>● 2.2.2.N.1: Explore different types of foods and food groups.</li> <li>● 2.2.2.N.2: Explain why some foods are healthier to eat than others.</li> <li>● 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.</li> </ul>   |

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| <b>Standard:</b> 2.2 Physical Wellness  |
| <b>Disciplinary Concept:</b> Movement Skills and Concepts   |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>• The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities.</li> <li>• Feedback impacts and improves the learning of movement skills and concepts.</li> <li>• Teamwork consists of effective communication and respect among class and team members.</li> </ul>   |
| <b>Performance Expectations:</b> <ul style="list-style-type: none"> <li>• 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).</li> <li>• 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling).</li> <li>• 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges.</li> <li>• 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).</li> <li>• 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.</li> <li>• 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.</li> <li>• 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment.</li> <li>• 2.2.2.MSC.8: Explain the difference between offense and defense.</li> </ul> |
| <b>Big Idea:</b> Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.   |
| <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. How does effective and appropriate movement affect wellness?</li> <li>2. Why do I have to understand concepts of movement when I can already perform the movement?</li> <li>3. How can understanding movement concepts improve my performance?</li> </ol>   |
| <b>Instructional Objectives:</b><br><br><i>Students will be able to...</i> <ol style="list-style-type: none"> <li>1. Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).</li> <li>2. Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.</li> </ol>   |

3. Respond in movement to changes in tempo, beat, rhythm, or musical style.
4. Correct movement errors in response to feedback.

**Suggested Vocabulary for Improving Literacy:**

Locomotor Skills

rolling over  
hitching  
crawling  
creeping  
climbing  
walking  
running  
jumping  
galloping  
sliding  
hopping  
leaping  
skipping

Actions

moving/still  
weight on feet  
balancing

Non-Locomotor Skills

push/pull  
swing/sway  
rise/fall  
twist/turn  
rock/balance  
hang/support  
curl/stretch

Flow Factors

jerky/smooth  
stopping/going  
free/bound

General Space

self space/personal space  
freeze position/ready position  
stretch

Manipulative Skills

holding/carrying  
lifting/pushing  
pulling/squeezing  
throwing  
receiving  
striking

Weight Factors

heavy/light  
strong/weak  
hard/soft  
harsh/gentle

Body Part

hands  
head  
feet  
knees  
toes  
fingers  
elbows  
shoulders  
hips  
stomach  
eyes  
mouth  
neck  
Face  
chin  
ears  
nose  
ankles  
wrist  
cheeks

Whole Body

front  
back  
sides  
  
Direction  
forward  
backward  
sideways

Time Factors

fast/slow  
faster  
slower  
  
rhythm  
tempo  
beat

Space Words

under/over  
on/off  
around/through  
between/along  
next to/far from  
near to/away from  
towards/close to

**Suggested Activities:*****By the end of grade one:***

Activities related to:

Locomotor movements with music without music

Non-locomotor movements with music without music

Manipulative skills

Tag games

Field day activities

Use of jump ropes/individual/long and bands

Use of hula hoops

Use of scarves

Use of balloons

***By the end of grade two:***

Activities related to:

Locomotor movements with music without music

Non-locomotor movements with music without music

Manipulative skills

Tag games

Field day activities

Use of jump ropes/individual/long and bands

Use of hula hoops

Use of scarves

Use of balloons

**Curriculum Integration:**

Language Arts Reading

Language Arts Listening

Visual and Performing Arts Creation and Performance

Mathematics Geometry and Measurement

Science Mathematical Applications

**Suggested Resources:**

Action for Health Kids – [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Alliance for a Healthier Generation – [www.healthiergeneration.org](http://www.healthiergeneration.org)

American Alliance for Health, Physical Education, Recreation and Dance – [www.aahperd.org](http://www.aahperd.org)

American Heart Association – [www.americanheart.org](http://www.americanheart.org)

American Red Cross – [www.redcross.org](http://www.redcross.org)

Body and Mind – [www.bam.gov/](http://www.bam.gov/)

Center for Disease Control (CDC) – [www.cdc.gov](http://www.cdc.gov)

Comprehensive Health Education Foundation (C.H.E.F.) – [www.chef.org](http://www.chef.org)

Coordinated Approach to Child Health (C.A.T.C.H.) – [www.flaghouse.com](http://www.flaghouse.com)

Dance Dance Revolution – [www.ddrgame.com](http://www.ddrgame.com)



Education World – [www.educationalworld.com](http://www.educationalworld.com)  
 Flaghouse Sporting Goods – [www.flaghouse.com](http://www.flaghouse.com)  
 Food Guide – [www.MyPyramid.gov](http://www.MyPyramid.gov)  
 Games Kids Play – [www.gameskidsplay.net/](http://www.gameskidsplay.net/)  
 Great Activities Newspaper – [www.greatactivities.net](http://www.greatactivities.net)  
 Health Teacher Lessons – [www.healthteacher.com](http://www.healthteacher.com)  
 Healthy School Playgrounds – [www.peacefulplaygrounds.com](http://www.peacefulplaygrounds.com)  
 Howell Destiny  
 Human Kinetics – [www.humankinetics.com](http://www.humankinetics.com)  
 Inspiration/Kidspiration – [www.inspiration.com](http://www.inspiration.com)  
 KaBOOM – [www.kaboom.org](http://www.kaboom.org)  
 New Jersey Association for Health, Physical Education, Recreation and Dance -  
[www.njahperd.org](http://www.njahperd.org)  
 New Jersey Department of Education – [www.state.nj.us/education](http://www.state.nj.us/education)  
 PE Central – [www.pecentral.org](http://www.pecentral.org); [www.pelogit.org](http://www.pelogit.org)  
 Project A.C.E.S. (All Children Exercising Simultaneously) – [www.projectaces.com](http://www.projectaces.com)  
 Project USE – [www.projectadventure.com](http://www.projectadventure.com)  
 Small Steps Nutritional Plans – [www.smallstep.gov](http://www.smallstep.gov)  
 Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – [www.sportime.com](http://www.sportime.com)  
 Team Nutrition – [www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)  
 Teen Health – [www.teenhealth.org](http://www.teenhealth.org)  
 The President’s Council on Physical Fitness and Sport – [www.presidentschallenge.org](http://www.presidentschallenge.org)  
[www.fitness.gov](http://www.fitness.gov)  
 United Streaming – [www.unitedstreaming.com](http://www.unitedstreaming.com)  
 US Department of Health and Human Services – [www.HHS.gov](http://www.HHS.gov)

**Suggested Assessments:**

Teacher Observation  
 Activity Checklist  
 Activity Benchmarks  
 Tests/Quizzes – Verbal and Written  
 Skill Performance  
 Group Performance  
 Team Performance  
 Individual Performance  
 Monthly Marathon Run  
 PE Challenge Tasks  
 President’s Fitness Challenge  
 Class Preparation

|  |   |   |
|--|---|---|
| <b>Standard:</b> 2.2 Physical Wellness   |   |   |
| <b>Disciplinary Concept:</b> Physical Fitness  |   |   |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health.</li> </ul>  |   |   |
| <b>Performance Expectations:</b> <ul style="list-style-type: none"> <li>2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).</li> <li>2.2.2.PF.2: Explore how to move different body parts in a controlled manner.</li> <li>2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).</li> <li>2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.</li> </ul> |   |   |
| <b>Big Idea:</b> Lifetime fitness depends upon understanding how each fitness component is developed and measured. Design and implement a personal fitness plan that supports a healthy, active lifestyle.   |   |   |
| <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>How can you design and implement a personal fitness plan that supports a healthy, active lifestyle?</li> </ol>  |   |   |
| <b>Instructional Objectives:</b><br><i>able to...</i>  |   | <i>Students will be</i>                         |
| <ol style="list-style-type: none"> <li>Explain the role of regular physical activity in relation to personal health.</li> <li>Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li> <li>Develop a fitness goal and monitor progress towards achievement of the goal.</li> </ol>  |   |   |
| <b>Suggested Vocabulary for Improving Literacy:</b>  |   |   |
| <u>Health Related Components</u><br>cardiovascular fitness<br>body composition<br>flexibility<br>muscular strength<br>muscular endurance   | <u>Skill Related Fitness Components</u><br>speed<br>agility<br>balance<br>coordination<br>reaction time | power<br>heart rate<br>slow<br>moderate<br>fast |

**Suggested Activities:*****By the end of grade one:***

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

***By the end of grade two:***

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

**Curriculum Integration:**

Mathematics Data Analysis, Probability and Discrete Mathematics

Mathematics Mathematical Process

Science Scientific Process

Science Nature and Process of Technology

Science Characteristics of Life

Science Physics

**Suggested Resources:**

Action for Health Kids – [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Alliance for a Healthier Generation – [www.healthiergeneration.org](http://www.healthiergeneration.org)

American Alliance for Health, Physical Education, Recreation and Dance – [www.aahperd.org](http://www.aahperd.org)

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 New Jersey Association for Health, Physical Education, Recreation and Dance -  
[www.njahperd.org](http://www.njahperd.org)  
 New Jersey Department of Education – [www.state.nj.us/education](http://www.state.nj.us/education)  
 PE Central – [www.pecentral.org](http://www.pecentral.org); [www.pelogit.org](http://www.pelogit.org)  
 Project A.C.E.S. (All Children Exercising Simultaneously) – [www.projectaces.com](http://www.projectaces.com)  
 Project USE – [www.projectadventure.com](http://www.projectadventure.com)  
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 Team Nutrition – [www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)  
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 The President’s Council on Physical Fitness and Sport – [www.presidentschallenge.org](http://www.presidentschallenge.org)  
[www.fitness.gov](http://www.fitness.gov)  
 United Streaming – [www.unitedstreaming.com](http://www.unitedstreaming.com)  
 US Department of Health and Human Services – [www.HHS.gov](http://www.HHS.gov)

### **Suggested Assessments:**

Teacher Observation  
 Activity Checklist  
 Activity Benchmarks  
 Tests/Quizzes – Verbal and Written  
 Skill Performance  
 Group Performance  
 Team Performance  
 Individual Performance  
 Monthly Marathon Run  
 PE Challenge Tasks  
 President’s Fitness Challenge  
 Class Preparation  
 Heart Rate Monitors  
 Activity Monitors  
 Pedometers  
 Direct Observational Measures

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| Self Report Instruction |
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| <b>Standard:</b> 2.2 Physical Wellness |
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| <b>Disciplinary Concept:</b> Lifelong Fitness |
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| <b>Core Idea:</b> |
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| <ul style="list-style-type: none"><li>● Exploring wellness components provide a foundational experience of physical movement activities.</li><li>● Resources that support physical activity are all around you.</li></ul> |
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| <b>Performance Expectations:</b> |
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| <ul style="list-style-type: none"><li>● 2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.</li><li>● 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.</li><li>● 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).</li><li>● 2.2.2.LF.4: Identify physical activities available outside of school that are in the community.</li></ul> |
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| <b>Big Idea:</b> Lifetime fitness depends upon understanding how each fitness component is developed and measured. Design and implement a personal fitness plan that supports a healthy and active lifestyle. |
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| <b>Essential Questions:</b> |
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| <ol style="list-style-type: none"><li>1. How can you design and implement a personal fitness plan that supports a healthy, active lifestyle?</li></ol> |
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| <b>Instructional Objectives:</b> |
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| <i>Students will be able to...</i> |
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| <ol style="list-style-type: none"><li>1. Explain the role of regular physical activity in relation to personal health.</li><li>2. Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.</li><li>3. Develop a fitness goal and monitor progress towards achievement of the goal.</li></ol> |
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| <b>Suggested Vocabulary for Improving Literacy:</b> |
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| <u>Health Related Components</u> |
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| <u>Skill Related Fitness Components</u> |
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|   |               |            |
|---|---------------|------------|
| cardiovascular fitness  | speed         | power      |
| body composition  | agility       | heart rate |
| flexibility   | balance       | slow       |
| muscular strength   | coordination  | moderate   |
| muscular endurance  | reaction time | fast       |
| <p><b>Suggested Activities:</b></p> <p><i><b>By the end of grade one:</b></i><br/> Activities related to:<br/> Health related activities that support factors that are related to how well the systems of a body work.<br/> Skill related activities that support the aspects of fitness which form the basis for successful sports participations<br/> Activities related to physical fitness:<br/> -District Jog Test<br/> -Abdominal Curls<br/> -Pushups<br/> -V- Sit and Reach<br/> -Shuttle Run</p> <p><i><b>By the end of grade two:</b></i><br/> Activities related to:<br/> Health related activities that support factors that are related to how well the systems of a body work.<br/> Skill related activities that support the aspects of fitness which form the basis for successful sports participations<br/> Activities related to physical fitness:<br/> -District Jog Test<br/> -Abdominal Curls<br/> -Pushups<br/> -V- Sit and Reach<br/> -Shuttle Run</p> |               |            |
| <p><b>Curriculum Integration:</b></p> <p>Mathematics Data Analysis, Probability and Discrete Mathematics<br/> Mathematics Mathematical Process<br/> Science Scientific Process<br/> Science Nature and Process of Technology<br/> Science Characteristics of Life<br/> Science Physics</p>  |               |            |
| <p><b>Suggested Resources:</b></p> <p>Action for Health Kids – <a href="http://www.actionforhealthykids.org">www.actionforhealthykids.org</a><br/> Alliance for a Healthier Generation – <a href="http://www.healthiergeneration.org">www.healthiergeneration.org</a><br/> American Alliance for Health, Physical Education, Recreation and Dance – <a href="http://www.aahperd.org">www.aahperd.org</a></p>  |               |            |

American Heart Association – [www.americanheart.org](http://www.americanheart.org)  
 American Red Cross – [www.redcross.org](http://www.redcross.org)  
 Body and Mind – [www.bam.gov/](http://www.bam.gov/)  
 Center for Disease Control (CDC) – [www.cdc.gov](http://www.cdc.gov)  
 Comprehensive Health Education Foundation (C.H.E.F.) – [www.chef.org](http://www.chef.org)  
 Coordinated Approach to Child Health (C.A.T.C.H.) – [www.flaghouse.com](http://www.flaghouse.com)  
 Dance Dance Revolution – [www.ddrgame.com](http://www.ddrgame.com)  
 Education World – [www.educationalworld.com](http://www.educationalworld.com)  
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 Great Activities Newspaper – [www.greatactivities.net](http://www.greatactivities.net)  
 Health Teacher Lessons – [www.healthteacher.com](http://www.healthteacher.com)  
 Healthy School Playgrounds – [www.peacefulplaygrounds.com](http://www.peacefulplaygrounds.com)  
 Howell Destiny  
 Human Kinetics – [www.humankinetics.com](http://www.humankinetics.com)  
 Inspiration/Kidspiration – [www.inspiration.com](http://www.inspiration.com)  
 KaBOOM – [www.kaboom.org](http://www.kaboom.org)  
 New Jersey Association for Health, Physical Education, Recreation and Dance -  
[www.njahperd.org](http://www.njahperd.org)  
 New Jersey Department of Education – [www.state.nj.us/education](http://www.state.nj.us/education)  
 PE Central – [www.pecentral.org](http://www.pecentral.org); [www.pelogit.org](http://www.pelogit.org)  
 Project A.C.E.S. (All Children Exercising Simultaneously) – [www.projectaces.com](http://www.projectaces.com)  
 Project USE – [www.projectadventure.com](http://www.projectadventure.com)  
 Small Steps Nutritional Plans – [www.smallstep.gov](http://www.smallstep.gov)  
 Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – [www.sportime.com](http://www.sportime.com)  
 Team Nutrition – [www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)  
 Teen Health – [www.teenhealth.org](http://www.teenhealth.org)  
 The President’s Council on Physical Fitness and Sport – [www.presidentschallenge.org](http://www.presidentschallenge.org)  
[www.fitness.gov](http://www.fitness.gov)  
 United Streaming – [www.unitedstreaming.com](http://www.unitedstreaming.com)  
 US Department of Health and Human Services – [www.HHS.gov](http://www.HHS.gov)

### **Suggested Assessments:**

Teacher Observation  
 Activity Checklist  
 Activity Benchmarks  
 Tests/Quizzes – Verbal and Written  
 Skill Performance  
 Group Performance  
 Team Performance  
 Individual Performance  
 Monthly Marathon Run  
 PE Challenge Tasks  
 President’s Fitness Challenge

Class Preparation  
Heart Rate Monitors  
Activity Monitors  
Pedometers  
Direct Observational Measures  
Self Report Instruction

**Standard:** 2.2 Physical Wellness

**Disciplinary Concept:** Nutrition

**Core Idea:**

- Nutritious food choices promote wellness and are the basis for healthy eating habits.

**Performance Expectations:**

- 2.2.2.N.1: Explore different types of foods and food groups.
- 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

**Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy active lifestyle.

**Essential Questions:**

1. What makes a food healthy?
2. How do you determine appropriate portion sizes?

**Instructional Objectives:**

The students will be able to...

1. Explain why some foods are healthier to eat than others.
2. Explain how foods in the food pyramid differ in nutritional content and value.
3. Summarize information about food found on product labels.

**Suggested Vocabulary to Improve Literacy:**

food  
energy  
digestion  
grind  
churn  
absorb  
food group  
fruit



vegetable  
milk  
meat  
bread  
balanced meal  
serving  
snack  
salt  
sugar  
fat  
portion sizes  
chew  
swallow  
tongue

**Suggested Activities:**

***Kindergarten*** (Macmillan/McGraw Hill Health and Wellness Kit)

Chapter 4, Lesson 1: Many Kinds of Food.  
Chapter 4, Lesson 2: Are all foods healthful?  
Chapter 4, Lesson 3: Eating right.  
Chapter 4, Lesson 4: Making the right choices.  
Chapter 4, Lesson 5: Think about your health choices.  
Chapter 4, Lesson 6: Keeping food safe to eat.

***First and Second Grade*** (McGraw Hill /Teacher Health Kit Lessons)

Lesson 1 Food in your body  
Lesson 2 Food Variety  
Lesson 3 Balanced Meals  
Lesson 4 Healthful Snacks  
Food Guide Pyramid  
Food circulars and magazines  
Food  
Gregory The Terrible Eater  
What's Cooking Jenny Archer

**Suggested Curriculum Integration:**

Language Arts- non fiction reading, question and response, vocabulary flip chart  
Science –Healthy Activities  
Math-measuring weight and capacity of foods

**Suggested Resources:**

|                           |                          |
|---------------------------|--------------------------|
| United Streaming          | Learn 360                |
| Destiny .howell.k12.nj.us | Scholastic Reading       |
| Library books             | HSP Health Activity Book |

Brain pop junior  
Yahooligans  
Enchanted Learning.com  
Movies

**Suggested Assessments:**

Lesson/chapter reviews  
Chapter tests  
Class work  
Performance in group and individual hands-on activities  
Open-ended responses  
Multi-media presentations

**STANDARD 2.3 (Safety)**  
**Grades K-2**

| <b>BY THE END OF GRADE 2:</b>                    |  |  |
|--|--|--|
| <b>Disciplinary Concept</b>                      | <b>Core Idea</b>   | <b>Performance Expectations</b>  |
| <b>Personal Safety</b>                           | <p>The environment can impact personal health and safety in different ways.</p> <p>Potential hazards exist in personal space, in the school, in the community, and globally.</p> <p>Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.</p> | <ul style="list-style-type: none"> <li>● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.</li> <li>● 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).</li> <li>● 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).</li> <li>● 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).</li> <li>● 2.3.2.PS.5: Define bodily autonomy and personal boundaries.</li> <li>● 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.</li> <li>● 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).</li> <li>● 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).</li> </ul> |
| <b>Health Conditions, Diseases and Medicines</b> | <p>People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.</p>   | <ul style="list-style-type: none"> <li>● 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.</li> <li>● 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).</li> </ul>   |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>● 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).</li> </ul>  |
| <b>Alcohol, Tobacco and other Drugs</b>              | The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.  | <ul style="list-style-type: none"> <li>● 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.</li> <li>● 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.</li> <li>● 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.</li> </ul> |
| <b>Dependency, Substances Disorder and Treatment</b> | <p>Substance abuse is caused by a variety of factors.</p> <p>There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.</p> | <ul style="list-style-type: none"> <li>● 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.</li> <li>● 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.</li> </ul>  |

**Standard:** 2.3 Safety

**Disciplinary Concept:** Personal Safety

**Core Idea:**

- The environment can impact personal health and safety in different ways.
- Potential hazards exist in personal space, in the school, in the community, and globally.
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.

**Performance Expectations:**

- 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.
- 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).
- 2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention).
- 2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).
- 2.3.2.PS.5: Define bodily autonomy and personal boundaries.
- 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.
- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

**Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy active lifestyle.

**Essential Questions:**

1. What is the difference between healthy and unhealthy risks?
2. Why do we sometimes take risks that can cause harm to ourselves or others?

**Instructional Objectives:**

The Students will be able to...

1. Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).

2. Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches.
3. Identify procedures associated with pedestrian, bicycle, and traffic safety.

**Suggested Vocabulary to Improve Literacy:**

good touch  
bad touch  
respect  
disrespect  
private  
injury  
emergency  
first aid  
cut  
nosebleed  
scrape  
hazard  
warning  
poison  
inhale  
intersection  
traffic light  
crosswalk  
safety belt  
helmet  
hand signals  
stranger  
clutter  
flames  
smoke  
fire hazard  
fire drill  
crawl  
matches  
stop, drop, and roll  
fire

**Suggested Activities:**

***Kindergarten*** (Macmillan/McGraw Hill Health and Wellness Kit)

Chapter 6, Lesson 1: Say “No”.

Chapter 6, Lesson 2: Staying safe from fire.

Chapter 6, Lesson 3: Staying safe inside.

Chapter 6, Lesson 4: Staying safe on the go.

Chapter 6, Lesson 5: Staying safe from weather.

Chapter 6, Lesson 6: Staying safe during play.

Chapter 6, Lesson 7: Staying safe from others.  
Chapter 6, Lesson 8: How to act in an emergency?

***First and Second Grade*** (McGraw Hill /Teacher Health Kit Lessons)

Lesson 1 Harmful household substances  
Lesson 2 Safety outdoors  
Lesson 3 fire safety  
Lesson 4 Safety when alone.  
Lesson 5 good touch/Bad touch  
Lesson 6 First aid  
Medicine and other warning labels  
Maps  
First aid kit  
Stranger Danger program  
Nurse visit  
Telephone directories for important numbers  
Role playing  
Franklin Series

**Suggested Curriculum Integration:**

Language Arts- non fiction reading, question and response, vocabulary flip chart  
Science –Healthy Activity  
Social Studies- maps, geography, communication, & transportation  
Math Sequencing of events  
Reacting

**Suggested Resources:**

United Streaming  
Destiny .howell.k12.nj.us  
Library books  
Brain Pop Jr.  
Yahooligans  
Enchanted Learning.com  
HSP Health Activity Book  
Learn 360

**Suggested Assessments:**

Lesson/chapter reviews  
Chapter tests  
Class work  
Performance in group and individual hands-on activities  
Open-ended responses

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| Classroom discussions<br>Multi-media presentations |
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| <b>Standard:</b> 2.3 Safety |
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| <b>Disciplinary Concept:</b> Health Conditions, Diseases and Medicines |
|--|

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|-------------------|
| <b>Core Idea:</b> |
|-------------------|

- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.

|                                  |
|----------------------------------|
| <b>Performance Expectations:</b> |
|----------------------------------|

- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

|   |
|---|
| <b>Big Idea:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy active lifestyle. |
|---|

Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

|                            |
|----------------------------|
| <b>Essential Question:</b> |
|----------------------------|

1. To what extent can we keep ourselves disease free?

|                                  |
|----------------------------------|
| <b>Instructional Objectives:</b> |
|----------------------------------|

*The Students will be able to...*

1. Summarize symptoms of common diseases and health conditions.
2. Summarize strategies to prevent the spread of common diseases and health conditions.
3. Determine how personal feelings can affect one's wellness.
4. Explain what medicines are and when some types of medicines are used.
5. Explain why medicines should be administered as directed.



**Suggested Vocabulary to Improve Literacy:**

fever  
illness  
germs  
measles  
mumps  
chicken pox  
prevent  
avoid  
recover  
check up  
medicine  
shot  
cure  
Vaccine  
prevent            drug  
recover            legal  
avoid              illegal  
checkup  
cure  
medicine  
vaccine  
shot

**Suggested Activities:*****Kindergarten*** (Macmillan/McGraw Hill Health and Wellness Kit)

Chapter 8, Lesson 1: How can germs make you sick?

Chapter 8, Lesson 2: How can stress make you sick?

Chapter 8, Lesson 3: Manage Stress.

Chapter 8, Lesson 4: When you get sick.

Chapter 8, Lesson 5: Help yourself stay well right now.

Chapter 8, Lesson 6: Help yourself stay well for life.

***First and Second Grade*** (McGraw Hill /Teacher Health Kit Lessons)

Lesson 1 Disease and Germs

Lesson 2 Preventing Illness

Lesson 3- Protecting your body

Medicine labels

***Kindergarten*** (Macmillan/McGraw Hill Health and Wellness Kit)

Chapter 7, Lesson 1 What is a drug?

Chapter 7, Lesson 2 How can drugs harm you?

Chapter 8, Lesson 5 Help yourself stay well right now.

***First and Second Grade*** (McGraw Hill Health / Teacher Health Kit Lesson)

Lesson 23 Preventing illness

Lesson 24 Protecting your body

Lesson 25 Medicines, health, and safety

Medicine labels, advertisements, and doctor/nurse visits

**Suggested Curriculum Integration:**

Language Arts- non fiction reading, question and response, vocabulary flip chart

Science –Health Activity

Social Studies-Make a commercial or game

Language Arts- non fiction reading, question and response, vocabulary flip chart

Social Studies: Family and Community Life

Active Listening Skills

Speaking: Discussion, word choice

**Suggested Resources:**

Health Kit

United Streaming

Destiny howell.k12.nj.us

Library books

Brain pop junior

Yahooligans

Enchanted Learning.com

HSP Health Activity Book

Learn 360

United Streaming

Destiny howell.k12.nj.us

Library books

Brain Pop Jr.

Yahooligans

Enchanted Learning.com

Trade Books

Learn 360

Seesaw

Guidance Counselor

SAC

HSP Health Activity Book

**Suggested Assessments:**

Lesson/chapter reviews

Chapter tests

Class work

Performance in group and individual hands-on activities

Open-ended responses

Multi-media presentations  
 Lesson/chapter reviews  
 Chapter tests  
 Class work  
 Performance in group and individual hands-on activities  
 Open-ended responses  
 Multi-media presentations  
 Classroom discussions

**Standard:** 2.3 Safety

**Disciplinary Concept:** Alcohol, Tobacco and other Drugs

**Core Idea:**

- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.

**Performance Expectations:**

- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

**Big Idea:** Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

**Essential Questions:**

1. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
2. How do I make the “right” decisions in the face of peer pressure, media and other pressures?

**Instructional Objectives:**

*Students will be able to...*

1. Identify ways that drugs can be abused.
2. Explain effects of tobacco use on personal hygiene, health, and safety.
3. Explain why tobacco smoke is harmful to nonsmokers.
4. Identify products that contain alcohol.
5. List substances that should never be inhaled and explain why.

**Suggested Vocabulary for Improving Literacy:**

drug  
 cancer  
 nicotine

addiction  
alcohol  
beer  
wine  
liquor  
legal  
illegal  
tobacco  
cigarette  
heart disease

**Suggested Activities:**

***Kindergarten*** (Macmillan/McGraw Hill Health and Wellness Kit)

Chapter 7, Lesson 1 What is a drug?  
Chapter 7, Lesson 2 How can drugs harm you?  
Chapter 7, Lesson 3 How can smoke harm you?  
Chapter 7, Lesson 4 Make wise decisions

***First and Second Grade*** (McGraw Hill Health / Teacher Health Kit Lesson)

Lesson 26 Tobacco and Health  
Lesson 27 Alcohol and Health  
Alcohol and cigarette advertisements  
Visit from DARE officer  
Visit from SAC  
School nurse

**Suggested Curriculum Integration:**

Language Arts- non fiction reading, question and response, vocabulary flip chart  
Social Studies: Family and Community Life  
Active Listening Skills  
Speaking: Discussion, word choice

**Suggested Resources:**

United Streaming  
Destiny howell.k12.nj.us  
Library books  
Brain Pop Jr.  
Yahooligans  
Enchanted Learning.com  
Learn 360  
HSP Health Activity Book

**Suggested Assessments:**

Lesson/chapter reviews  
Chapter tests  
Class work  
Performance in group and individual hands-on activities  
Open-ended responses  
Multi-media presentations

**Standard:** 2.3 Safety**Disciplinary Concept:** Dependency, Substances Disorder and Treatment**Core Idea:**

- 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.

**Performance Expectations:**

- 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

**Big Idea:** Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.**Essential Questions:**

1. What can cause addiction?

**Instructional Objectives:***Students will be able to...*

1. Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2. Explain that people who abuse alcohol, tobacco, and other drugs can get help.

**Suggested Vocabulary for Improving Literacy:**

drug  
cancer  
nicotine  
addiction  
alcohol

beer  
wine  
liquor  
legal  
illegal  
tobacco  
cigarette  
heart disease  
dependency  
treatments

**Suggested Activities:**

***Kindergarten*** (Macmillan/McGraw Hill Health and Wellness Kit)

Chapter 7, Lesson 1 What is a drug?  
Chapter 7, Lesson 2 How can drugs harm you?  
Chapter 7, Lesson 3 How can smoke harm you?  
Chapter 7, Lesson 4 Make wise decisions

***First and Second Grade*** (McGraw Hill Health / Teacher Health Kit Lesson)

Lesson 26 Tobacco and Health  
Lesson 27 Alcohol and Health  
Alcohol and cigarette advertisements  
Visit from DARE officer  
Visit from SAC  
School nurse

**Suggested Curriculum Integration:**

Language Arts- non fiction reading, question and response, vocabulary flip chart  
Social Studies: Family and Community Life  
Active Listening Skills  
Speaking: Discussion, word choice

**Suggested Resources:**

United Streaming  
Destiny howell.k12.nj.us  
Library books  
Brain Pop Jr.  
Yahooligans  
Enchanted Learning.com  
Learn 360  
HSP Health Activity Book

**Suggested Assessments:**

Lesson/chapter reviews  
Chapter tests  
Class work  
Performance in group and individual hands-on activities  
Open-ended responses  
Multi-media presentations  
Classroom discussion

# **HOWELL TOWNSHIP PUBLIC SCHOOLS**

## **COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION CURRICULUM**

**3-5**



**July 2022**



**STANDARD 2.1 (Personal and Mental Health)**  
**Grades 3-5**

| <b>BY THE END OF GRADE 5:</b>          |   |   |
|--|---|---|
| <b>Disciplinary Concept</b>            | <b>Core Idea</b>  | <b>Performance Expectations</b>   |
| <b>Personal Growth and Development</b> | <p>Health is influenced by the interaction of body systems.</p> <p>Puberty is a time of physical, social, and emotional changes.</p>  | <ul style="list-style-type: none"> <li>● 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</li> <li>● 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>● 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</li> <li>● 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).</li> <li>● 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</li> </ul> |
| <b>Pregnancy and Parenting</b>         | Pregnancy can be achieved through a variety of methods.   | <ul style="list-style-type: none"> <li>● 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.</li> <li>● 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).</li> </ul>  |
| <b>Emotional Health</b>                | <p>Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.</p> <p>Resiliency and coping practices influence an individual's ability to</p> | <ul style="list-style-type: none"> <li>● 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.</li> <li>● 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.</li> <li>● 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).</li> </ul>  |

|  |   |  |
|--|---|--|
|  | respond positively to everyday challenges and difficult situations.   | <ul style="list-style-type: none"> <li>2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.</li> </ul>  |
| <b>Social and Sexual Health</b>              | <p>All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</p> <p>Family members impact the development of their children physically, socially and emotionally.</p> <p>People in healthy relationships share thoughts and feelings, as well as mutual respect.</p> | <ul style="list-style-type: none"> <li>2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</li> <li>2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</li> <li>2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</li> <li>2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> <li>2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul> |
| <b>Community Health Services and Support</b> | <p>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</p> <p>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</p>   | <ul style="list-style-type: none"> <li>2.1.5.CHSS.1: Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li> <li>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</li> <li>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul>   |



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|--|
| <b>Standard:</b> 2.1 Personal and Mental Health  |
| <b>Disciplinary Concept:</b> PERSONAL GROWTH AND DEVELOPMENT   |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>• Health is influenced by the interaction of body systems.</li> <li>• Puberty is a time of physical, social, and emotional changes.</li> </ul>  |
| <b>Performance Expectations:</b> <ul style="list-style-type: none"> <li>• 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).</li> <li>• 2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.</li> <li>• 2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.</li> <li>• 2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).</li> <li>• 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.</li> </ul> |

|   |
|---|
| <b>Big Idea:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.  |
| <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. What are the consequences (especially unforeseen) of our choices in terms of wellness?</li> <li>2. What causes optimal growth and development?</li> </ol>   |
| <b>Instructional Objectives:</b><br><i>Students will be able to...</i> <ol style="list-style-type: none"> <li>1. Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</li> <li>2. Determine the relationship of personal health practices and behaviors on an individual's body systems.<br/>Explain how health data can be used to assess and improve each dimension of personal wellness.</li> <li>3. Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</li> <li>4. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.</li> <li>5. Explain how health data can be used to assess and improve each dimension of personal wellness.</li> <li>6. Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.</li> </ol> |

7. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

**Suggested Vocabulary to Improve Literacy:**

|                 |                                 |                    |
|-----------------|---------------------------------|--------------------|
| physical health | emotional & intellectual health |                    |
| social health   | healthful                       | ophthalmologist    |
| risk            | responsible                     | audiologist        |
| behavior        | attitude                        | sunscreen          |
| posture         | enamel                          | rapid eye movement |
| plaque          | cavity                          | lens               |
| tartar          | fluoride                        | cell               |
| vision          | eardrum                         | follicle           |
| nearsighted     | farsighted                      | cleanliness        |
| epidermis       | pore                            | gingivitis         |
| dermis          | gland                           | cornea             |
| hygiene         | grooming                        | retina             |
| melanin         | pupil                           | decibel            |

**Suggested Activities:**

***General:***

McGraw Hill Health Text & Teacher Resources- Chapter 1 & 2.1

Health Pad Activities

Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)

3 Circle Venn Diagram to Compare 3 parts of health

Compare and Contrast healthful and risky behavior

Personal Hygiene Chart or Log

Sleep Log

Create a Kids Hygiene Magazine

Collages of health care products

Tooth Enamel Experiment (eggshell to simulate enamel)

Visits by dentist

Diagram eyes, ears, etc.

***By the end of grade three:***

Chapter Project Grade 3: Personal Care Mural

Health Pad Activities: #1 3-Way Survey, #2 The Laughing Mouth, #3 What do You See?

Life Skill Health Activities Chapter 1: What Can You Do?, Picture the Product, Tooth Time, Sight & Sound Savers, Personal Advice

***By the end of grade four:***

Chapter Project Grade 4: Fantastic Facts

How to Care... Brochures

Health Pad Activities: #1 A Balanced Day, #2 Sleep Survey, #3 All Ears

Life Skill Health Activities Chapter 1: Action Analysis, Health Behaviors, Cover Up, Ask an

Expert, Taking Care of Me

***By the end of grade five:***

McGraw Hill Health Text Chapter 1 and Resource Booklet

Chapter 1 Project: What's the Sense? Display of the 5 senses

Health Pad Activities: #1 Time to Groom #2 Healthful Invention #3 Making Music

Life Skill Health Activities Chapter 1: On to Health, Sweet Dreams, Expert Advice, Two Eyes are Better than one, Say "No" to Noise, & Looking Better and Better.

**Suggested Curriculum Integration:**

Language Arts:

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Recognizing and describing changes in quantities

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

**Suggested Resources:**

United Streaming

[www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)

Brainpop and Brainpop Jr. websites

Enchanted Learning

Movies

McGraw Hill Health Textbook & resource kit (Chapter 1)

General Internet Resources

The Magic School Bus Explores the Human Body CD

[www.mhschool.com](http://www.mhschool.com)

HSP Health Activity Book

United Streaming

General Websites Related to Topics

[WWW.mhschool.com](http://WWW.mhschool.com)

[WWW.ada.org](http://WWW.ada.org)

<http://deafworldweb.org/dww/>

[WWW.healthtouch.com](http://WWW.healthtouch.com)

Movies Related to Topics

McGraw Hill Health Textbook and resource kit (Chapter 1)

Brainpop and Brainpop Jr. Websites

Enchanted Learning

HSP Health Activity Book

Teen Health Textbook

health.glencoe.com

Gonoodle.com

### **Suggested Assessments:**

Lesson/ Chapter reviews (Chapter 1)

Assessment Masters & Practice Master (Chapter 1)

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects

Web Quests

Pictorial prompts/ responses

Verbal/ Written responses

Problem-based Learning Projects

Internet activities

Open-ended responses

Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning

Taxonomy/Questioning prompts

Classroom discussions

**Standard:** 2.1 Personal and Mental Health

**Disciplinary Concept:** Pregnancy and Parenting

**Core Idea:**

- Pregnancy can be achieved through a variety of methods.

**Performance Expectations:**

- 2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction. •
- 2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

**Big Idea:** Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

**Essential Questions:**

1. Why is it important for a pregnant mother to lead a healthy lifestyle?

**Instructional Objectives:**

*Students will be able to...*

1. Explain the process of fertilization and how cells divide to create an embryo/fetus that grows and develops during pregnancy.
2. Relate the health of the birth mother to the development of a healthy fetus.
3. Compare and contrast how families may change over time.
4. Analyze the characteristics of healthy friendships and other relationships.
5. Examine the types of relationships adolescents may experience.
6. Demonstrate successful resolution of a problem(s) among friends and in other relationships.
7. Compare and contrast the role of dating and dating behaviors in adolescents.

**Suggested Vocabulary for Improving Literacy:**

|                    |                   |
|--------------------|-------------------|
| fertilization      | cells             |
| fetus              | embryo            |
| pregnancy          | birth             |
| development        | reproduce         |
| Prenatal           | fetal development |
| Embryo development |                   |

**Suggested Activities:**

***By the end of grade three:***

Current health text/curriculum does not address this standard.

Refer to suggested resources.

***By the end of grade four:***

Current health text/curriculum does not address this standard.

Refer to suggested resources.

***By the end of grade five:***

Current Health text.

Refer to suggested resources.

Fifth grade puberty video “Always Changing” [www.PGSchoolPrograms.com](http://www.PGSchoolPrograms.com)

**Curriculum Integration:**



**Reading:**

Picture book read aloud-listening for comprehension

**Language Arts:**

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Written response to lesson questions

Writing text to accompany projects

**Math:**

Read and interpret graphs & charts

Represent and classify data according to attributes

**Technology:**

Multimedia presentations

Research health topics specific to chapter using internet sources

**Science:**

Life Cycle of human beings

**Suggested Resources:**

[www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)

Brainpop and Brainpop Jr. websites

Enchanted Learning

Movies

General Internet Resources

Science Textbook-Life Science Chapter 1

United Streaming.com

Books

health.glencoe.com

Learn 360

Health Care Professionals

Teen Health Textbook

health.glencoe.com

**Suggested Assessments:**

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations  
 Multimedia Presentations  
 Research Projects  
 Web Quests  
 Pictorial prompts/ responses  
 Verbal/ Written responses  
 Problem-based Learning Projects  
 Internet activities  
 Open-ended responses  
 Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning Prompts  
 Journal entries

**Standard:** 2.1 Personal and Mental Health

**Disciplinary Concept:** Emotional Health

**Core Idea:**

- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.
- Resilience and coping practices influence an individual's ability to respond positively to everyday challenges and difficult situations.

**Performance Expectations:**

- 2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.
- 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
- 2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

**Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

1. How can you learn to like yourself and others?

**Instructional Objectives:**

*Students will be able to...*

1. Compare and contrast how individuals and families attempt to address basic human needs.
2. Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
3. Determine ways to cope with rejection, loss, and separation.
4. Summarize the causes of stress and explain ways to deal with stressful situations.
5. Examine how personal assets and protective factors support healthy social and emotional development.
6. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
7. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

**Suggested Vocabulary to Improve Literacy:**

|               |                  |
|---------------|------------------|
| self-concept  | personality      |
| self-esteem   | need             |
| appreciate    | consideration    |
| cooperation   | influence        |
| emotion       | conflict         |
| resolve       | compromise       |
| stress        | stressor         |
| family        | responsibilities |
| right         | privilege        |
| interact      | respect          |
| communication | trustworthy      |
| violence      | weapon           |
| Risk behavior | resolution       |
| Distress      |                  |

**Suggested Activities:**

***General:***

McGraw Hill Health Text & Teacher Resources- Chapters 3, Chapter 9 Lesson 2

Health Pad Activities

Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)

Guidance Office Presentations

Tolerance and Diversity Week Presentations and Lessons

Character Education Posters & Picture Books

Charting your emotions, Writing about emotions

***Read Aloud***

Chester Raccoon and the Acorn Full of Memories

Grandma's Gone to Live in the Stars

The Tenth Good Thing About Barney

Who's in a Family

Oliver's High Five

***By the end of grade three:***

Grade 3 Chapter 3 project: Healthy Drama

Health Pad Activities Chapter 3: #7 Self Portrait, #8 Considerate Cooperation, #9 Make a Thunder Stick

Life Skills Health Activities Chapter 3: A Self Esteem Contract, Cooperation Check-up, Freeze Frame, Stress Check

Life Skills Health Activities Chapter 9 Lesson 2: Vote Against Violence

Social Studies- Immigration Lessons, Cultural Mosaic lessons in Investigating Howell

Language Arts-Literature examples: Meet Addy & Helen Keller

***By the end of grade four:***

Grade 4 Chapter 3 Project: Class Biographies

Health Pad Activities Chapter 3: #7 Group Effort, #8 Greeting Cards, #Stress Stopper

Health Pad Activities Chapter 9 Lesson 2: #26 Super Hero Comic Book

Life Skills Health Activities Chapter 3: Step by Step, I "NO" You, Act it Out, Poster Power

Life Skills Health Activity Chapter 9 Lesson 2: Preventing Violence

Language Arts- Literature examples: Number the Stars & Teammates, Self-Esteem Contract

***By the end of grade five:***

McGraw Hill Health Text Chapter 3 and Resource Booklet & Chapter 9 Lesson 2

Chapter 3 Project: A Class Poetry Book—Anthology of Student Poems

Health Pad Activities: #7 Give Yourself Credit #8 Drawing Emotions #9 Stress Test

Life Skill Health Activities Chapter 3: Choices for Change, Let's Settle it, & Looking Ahead.

Chapter 9 Lesson 2 Finding Roads to Peace

**Suggested Curriculum Integration:**

Language Arts:

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Social Studies:

Describe situations in which people from diverse backgrounds work together to solve common problems

**Suggested Resources:**

United Streaming

[www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)

Brainpop and Brainpop Jr. websites

Enchanted Learning

Movies

McGraw Hill Health Textbook & resource kit (Chapter 3, Chapter 9 Lesson 2)

General Internet Resources

6 Pillars of Education Website

FISH philosophy teacher kits

HSP Health Activity Book

Leader in Me

Guidance Counselor

Teen Health Textbook

health.glencoe.com

**Suggested Assessments:**

Lesson/ Chapter reviews (Chapter 3, Chapter 9 Lesson 2)

Assessment Masters & Practice Master (Chapter 3, Chapter 9 Lesson 2)

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects

Web Quests

Pictorial prompts/ responses

Verbal/ Written responses

Problem-based Learning Projects

Internet activities

Open-ended responses

Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning

Taxonomy/Questioning prompts

Classroom discussions

|   |
|---|
| <b>Standard:</b> 2.1 Personal and Mental Health   |
| <b>Disciplinary Concept:</b> Social and Sexual Health   |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>• All individuals should feel welcome and included regardless of their gender, gender expression, or sexual orientation.</li> <li>• Family members impact the development of their children physically, socially and emotionally.</li> <li>• People in healthy relationships share thoughts and feelings, as well as mutual respect.</li> </ul>  |
| <b>Performance Expectations:</b> <ul style="list-style-type: none"> <li>• 2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.</li> <li>• 2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.</li> <li>• 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).</li> <li>• 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.</li> <li>• 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.</li> <li>• 2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.</li> <li>• 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.</li> </ul> |
| <b>Big Idea:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.  |
| <b>Essential Questions:</b><br>How can you learn to like yourself and others?   |
| <b>Instructional Objectives:</b><br><i>Students will be able to...</i> <ol style="list-style-type: none"> <li>1. Compare and contrast how individuals and families attempt to address basic human needs.</li> <li>2. Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</li> <li>3. Determine ways to cope with rejection, loss, and separation.</li> <li>4. Summarize the causes of stress and explain ways to deal with stressful situations.</li> <li>5. Examine how personal assets and protective factors support healthy social and emotional development.</li> <li>6. Make recommendations to resolve incidences of school and community conflict, violence,</li> </ol>   |

harassment, gang violence, discrimination, and bullying.

7. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

**Suggested Vocabulary to Improve Literacy:**

|               |                  |
|---------------|------------------|
| self-concept  | personality      |
| self-esteem   | need             |
| appreciate    | consideration    |
| cooperation   | influence        |
| emotion       | conflict         |
| resolve       | compromise       |
| stress        | stressor         |
| family        | responsibilities |
| right         | privilege        |
| interact      | respect          |
| communication | trustworthy      |
| violence      | weapon           |
| Risk behavior | resolution       |
| Distress      |                  |

**Suggested Activities:**

***General:***

McGraw Hill Health Text & Teacher Resources- Chapters 3, Chapter 9 Lesson 2

Health Pad Activities

Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)

Guidance Office Presentations

Tolerance and Diversity Week Presentations and Lessons

Character Education Posters & Picture Books

Charting your emotions, Writing about emotions

***Read Aloud***

Chester Raccoon and the Acorn Full of Memories

Grandma's Gone to Live in the Stars

The Tenth Good Thing About Barney

Who's in a Family

Oliver's High Five

***By the end of grade three:***

Grade 3 Chapter 3 project: Healthy Drama

Health Pad Activities Chapter 3: #7 Self Portrait, #8 Considerate Cooperation, #9 Make a Thunder Stick

Life Skills Health Activities Chapter 3: A Self Esteem Contract, Cooperation Check-up, Freeze Frame, Stress Check

Life Skills Health Activities Chapter 9 Lesson 2: Vote Against Violence

Social Studies- Immigration Lessons, Cultural Mosaic lessons in Investigating Howell

Language Arts-Literature examples: Meet Addy & Helen Keller

***By the end of grade four:***

Grade 4 Chapter 3 Project: Class Biographies

Health Pad Activities Chapter 3: #7 Group Effort, #8 Greeting Cards, #Stress Stopper

Health Pad Activities Chapter 9 Lesson 2: #26 Super Hero Comic Book

Life Skills Health Activities Chapter 3: Step by Step, I “NO” You, Act it Out, Poster Power

Life Skills Health Activity Chapter 9 Lesson 2: Preventing Violence

Language Arts- Literature examples: Number the Stars & Teammates,  
Self-Esteem Contract

***By the end of grade five:***

McGraw Hill Health Text Chapter 3 and Resource Booklet & Chapter 9 Lesson 2

Chapter 3 Project: A Class Poetry Book—Anthology of Student Poems

Health Pad Activities: #7 Give Yourself Credit #8 Drawing Emotions #9 Stress Test

Life Skill Health Activities Chapter 3: Choices for Change, Let’s Settle it, & Looking Ahead.

Chapter 9 Lesson 2 Finding Roads to Peace

**Suggested Curriculum Integration:**

Language Arts:

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Social Studies:

Describe situations in which people from diverse backgrounds work together to solve common problems



**Suggested Resources:**

United Streaming

[www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)

Brainpop and Brainpop Jr. websites

Enchanted Learning

Movies

McGraw Hill Health Textbook & resource kit (Chapter 3, Chapter 9 Lesson 2)

General Internet Resources

6 Pillars of Education Website

FISH philosophy teacher kits

HSP Health Activity Book

Leader in Me

Guidance Counselor

Teen Health Textbook

health.glencoe.com

**Suggested Assessments:**

Lesson/ Chapter reviews (Chapter 3, Chapter 9 Lesson 2)

Assessment Masters & Practice Master (Chapter 3, Chapter 9 Lesson 2)

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects

Web Quests

Pictorial prompts/ responses

Verbal/ Written responses

Problem-based Learning Projects

Internet activities

Open-ended responses

Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning

Taxonomy/Questioning prompts

Classroom discussion

|  |                   |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
|--|-------------------|-------------|--------|-----------|---------|------------|-------------------|---------------|----------|------------|----------|-----------|----------|------------------|--|
| <b>Standard:</b> 2.1 Personal and Mental Health  |                   |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| <b>Disciplinary Concept:</b> Community Health Services and Support   |                   |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.</li> <li>Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations.</li> </ul>   |                   |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| <b>Performance Expectations:</b> <ul style="list-style-type: none"> <li>2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).</li> <li>2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.</li> <li>2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.</li> </ul> |                   |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| <b>Big Idea:</b> The use of critical thinking, decision-making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.   |                   |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>Where do I go to access information about good health and fitness services?</li> <li>What's more important; prevention or cure?</li> </ol>  |                   |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| <b>Instructional Objectives:</b><br><i>Students will be able to...</i> <ol style="list-style-type: none"> <li>Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.</li> <li>Explain when and how to seek help when experiencing a health problem.</li> </ol>   |                   |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| <b>Suggested Vocabulary for Improving Literacy:</b> <table> <tr> <td>health care</td><td>clinic</td></tr> <tr> <td>hospitals</td><td>doctors</td></tr> <tr> <td>outpatient</td><td>health department</td></tr> <tr> <td>immunizations</td><td>outbreak</td></tr> <tr> <td>specialist</td><td>facility</td></tr> <tr> <td>Certified</td><td>Evaluate</td></tr> <tr> <td>Health Resources</td><td></td></tr> </table>  |                   | health care | clinic | hospitals | doctors | outpatient | health department | immunizations | outbreak | specialist | facility | Certified | Evaluate | Health Resources |  |
| health care  | clinic            |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| hospitals  | doctors           |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| outpatient   | health department |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| immunizations  | outbreak          |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| specialist   | facility          |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| Certified  | Evaluate          |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |
| Health Resources   |                   |             |        |           |         |            |                   |               |          |            |          |           |          |                  |  |

**Suggested Activities:*****General:***

McGraw Health Text and Teacher Resources-Chapter 10 Lesson 1  
Visits from Local Health Care Professionals

***By the end of grade 3:***

Grade 3 Chapter 10 Project: Helping Community Health  
Health Pad Activity Chapter 10: #28 What's Your Specialty?  
Health Life Skills Activity Chapter 10 Lesson 1: Help in A Pinch

***By the end of grade 4:***

Health Pad Activity Chapter 10: #28 Department Duties  
Health Life Skills Activity Chapter 10 Lesson 1: Where's the Care?

***By the end of grade five:***

McGraw Hill Health Text Chapter 10 Lesson 1 and Resource Booklet  
Chapter 10 Project: Our Community's Health Exhibit  
Life Skill Health Activity Chapter 10 Lesson 1: No Magic Medicine  
Visits from Local Health Care Professionals

**Suggested Curriculum Integration:****Language Arts:**

Read and respond to informational text  
Use glossary and index to locate information in text  
Vocabulary development  
Research development  
Research Information  
Making Inferences  
Journal Writing  
Written response to lesson questions  
Writing text to accompany projects

**Math:**

Read and interpret graphs & charts  
Collect and organize data  
Represent and classify data according to attributes (Venn Diagrams)  
Recognizing and describing changes in quantities

**Technology:**

Multimedia presentations  
Research health topics specific to chapter using internet sources

**Social Studies:**

Local, State, & Federal organizations

**Suggested Resources:**

McGraw Health Text and Resources-Chapter 6 and 10  
United Streaming  
[www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)  
Brainpop and Brainpop Jr. websites  
Enchanted Learning  
General Internet Resources  
HSP Health Activity Book  
General Websites Related to Topics  
[WWW.mhschool.com](http://WWW.mhschool.com)  
Movies Related to Topics  
McGraw Hill Health Textbook and resource kit (Chapter 10)  
Health Care Professionals  
Teen Health Textbook  
[health.glencoe.com](http://health.glencoe.com)

**Suggested Assessments:**

Chapter 10 tests and reviews  
Teacher made rubrics  
Projects  
Class work  
Performance in group and individual hands-on activities  
Oral presentations  
Multimedia Presentations  
Research Projects  
Web Quests  
Pictorial prompts/ responses  
Verbal/ Written responses  
Problem-based Learning Projects  
Internet activities  
Open-ended responses  
Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning Prompts  
Service Learning Projects  
Taxonomy/Questioning prompts

**STANDARD 2.2 (Physical Wellness)**  
**3-5**

| <b>BY THE END OF GRADE 5:</b>       |   |   |
|-------------------------------------|---|---|
| <b>Disciplinary Concept</b>         | <b>Core Idea</b>  | <b>Performance Expectations</b>   |
| <b>Movement Skills and Concepts</b> | <p>Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.</p> <p>Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.</p> <p>Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.</p> | <ul style="list-style-type: none"> <li>● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).</li> <li>● 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> <li>● 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).</li> <li>● 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.</li> <li>● 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.</li> <li>● 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.</li> <li>● 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.</li> </ul> |

|                         |  |   |
|-------------------------|--|---|
| <b>Physical Fitness</b> | The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).  | <ul style="list-style-type: none"> <li>● 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.</li> <li>● 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.</li> <li>● 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).</li> <li>● 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart &amp; lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.</li> <li>● 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).</li> </ul> |
| <b>Lifelong Fitness</b> | <p>Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.</p> <p>Personal and community resources can support physical activity.</p> | <ul style="list-style-type: none"> <li>● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.</li> <li>● 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.</li> <li>● 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.</li> <li>● 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).</li> <li>● 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.</li> </ul>   |
| <b>Nutrition</b>        | Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting  | <ul style="list-style-type: none"> <li>● 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.</li> <li>● 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.</li> </ul>   |

|  |  |  |
|--|--|--|
|  | processed foods) assists in making nutrition-related decisions that will contribute to wellness. | <ul style="list-style-type: none"> <li>● 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.</li> </ul> |
|--|--|--|

**Standard:** 2.2 Physical Wellness

**Disciplinary Concept:** Movement Skills and Concepts

**Core Idea:**

- Competent and confident age appropriate performances of gross, fine motor and manipulative skills, with execution of movement skills and concepts individually and in groups enhance (intensifies) physical activities. free movement, games, aerobics, dance, sports, and recreational activities.
- Constructive feedback from others impacts improvement, effectiveness and participation in movement skills, concepts, sportsmanship, and safety.
- Teams apply offensive, defensive, and cooperative strategies in most games, sports, and physical activities.

**Performance Expectations:**

- 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.5.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
- 2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.
- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.
- 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

**Big Idea:** Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

**Essential Questions:**

1. How does effective and appropriate movement affect wellness?
2. How does the understanding of movement concepts translate to the execution of movement?



**Instructional Objectives:**  
*able to...*

*Students will be*

1. Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
2. Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
3. Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
4. Correct movement errors in response to feedback and explain how the change improves performance.
5. Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
6. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
7. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
8. Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

**Suggested Vocabulary for Improving Literacy:**

|   |                 |
|---|-----------------|
| rhythm  | aerobic routine |
| tempo   | pathways        |
| folk dance  | choreography    |
| force   | flow            |
| motion  | range of motion |
| gravity   | personal space  |
| energy  | general space   |
| Movement Skills (Sport Specific)                  |                 |
| Skill Combination(s)                              |                 |
| movement sequence (dance specific/sport specific) |                 |
| principles of force                               |                 |
| principles of motion                              |                 |

**Suggested Activities:**

***By the end of grade three:***

Activities related to:

Lead up games that support traditional sport skills:

- Soccer
- Basketball
- Volleyball
- Softball

-Hockey

Activities that support lifetime/wellness skills:

- Jump rope (individual, group, bands)
- Walking club
- Traditional versus non-traditional dances

Recreational activities:

- Badminton
- Cooperative games
- Bowling
- Juggling

***By the end of grade four:***

Activities related to:

Lead up games that support traditional sport skills:

- Soccer
- Basketball
- Volleyball
- Softball
- Hockey

Activities that support lifetime/wellness skills:

- Jump rope (individual, group, bands)
- Walking club
- Traditional versus non-traditional dances

Recreational activities:

- Badminton
- Cooperative games
- Bowling
- Juggling

***By the end of grade five:***

Activities related to:

Modified sport games that continue to support traditional sport skills:

- Soccer
- Basketball
- Softball
- Hockey

Activities that support lifetime/wellness skills:

- Walking club
- Jump rope
- Yoga

Recreational Activities:

- Badminton
- Cooperative games
- Bowling

**Curriculum Integration:**

Language Arts Speaking  
Language Arts Listening  
Science and Technology  
Visual and Performing Arts Creation and Performance  
Visual and Performing Arts Critique  
World Languages Communication

**Suggested Resources:**

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[www.fitness.gov](http://www.fitness.gov)  
United Streaming – [www.unitedstreaming.com](http://www.unitedstreaming.com)  
US Department of Health and Human Services – [www.HHS.gov](http://www.HHS.gov)

**Suggested Assessments:**

Teacher Observation  
Activity Checklist  
Activity Benchmarks  
Tests/Quizzes – Verbal and Written  
Skill Performance  
Group Performance  
Team Performance  
Individual Performance  
Monthly Marathon Run  
PE Challenge Tasks  
President's Fitness Challenge  
Class Preparation

**Standard:** 2.2 Physical Wellness**Disciplinary Concept:** Physical Fitness**Core Idea:**

- The components of fitness contribute to enhanced personal health as well as motor skill performance (e.g., speed, agility, endurance, strength, balance).

**Performance Expectations:**

- 2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation.
- 2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).
- 2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.
- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).

**Big Idea:** Lifetime fitness depends upon understanding how each fitness component is developed and measured. Design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Essential Questions:**

1. How can I design and implement a personal fitness plan?

**Instructional Objectives:**  
*able to...*

*Students will be*

1. Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
2. Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
3. Develop a health-related fitness goal and track progress using health/fitness indicators.
4. Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.
5. Analyze the social, emotional, and health benefits of selected physical experiences.
6. Determine to what extent various activities improve skill-related fitness versus health-related fitness.
7. Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
8. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
9. Relate physical activity, healthy eating, and body composition to personal fitness and health.
10. Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.
11. Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.

**Suggested Vocabulary for Improving Literacy:**

heredity

training

diet

warm up

cool down

**Health Related Components**

power

cardiovascular fitness

body composition

flexibility

muscular strength

muscular endurance

Training Principles (FIT)

frequency

intensity

Time

Skill Related Fitness Components

speed

agility

balance

coordination

reaction time

Human Body Systems

digestive

respiratory

circulatory

musculoskeletal

excretory

**Suggested Activities:*****By the end of grade three:***

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

***By the end of grade four:***

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

***By the end of grade five:***

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

**Curriculum Integration:**

Mathematics Data Analysis, Probability and Discrete Mathematics

Mathematics Mathematical Process

Science Scientific Process

Science Nature and Process of Technology

Science Characteristics of Life

Science Physics

### **Suggested Resources:**

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**Suggested Assessments:**

Teacher Observation  
Activity Checklist  
Activity Benchmarks  
Tests/Quizzes – Verbal and Written  
Skill Performance  
Group Performance  
Team Performance  
Individual Performance  
Monthly Marathon Run  
PE Challenge Tasks  
President’s Fitness Challenge  
Class Preparation  
Heart Rate Monitors  
Activity Monitors  
Pedometers  
Direct Observational Measures  
Self Report Instruction  
Classroom discussions

**Standard:** 2.2 Physical Wellness**Disciplinary Concept:** Lifelong Fitness**Core Idea:**

- Wellness is maintained, and gains occur over time (dimensions and components of health) when participating and setting goals in a variety of moderate to vigorous age appropriate physical activities.
- Personal and community resources can support physical activity.

**Performance Expectations:**

- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
- 2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).



- 2.2.5.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

**Big Idea:** Lifetime fitness depends upon understanding how each fitness component is developed and measured. Design and implement a personal fitness plan that supports a healthy, active lifestyle.

**Essential Questions:**

2. How can I design and implement a personal fitness plan?

**Instructional Objectives:**

*Students will be*

*able to...*

1. Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
2. Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
3. Develop a health-related fitness goal and track progress using health/fitness indicators.
4. Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.

**Suggested Vocabulary for Improving Literacy:**

heredity

training

diet

warm up

cool down

Skill Related Fitness Components

speed

agility

balance

coordination

reaction time

**Health Related Components**

power

cardiovascular fitness

body composition

flexibility

muscular strength

muscular endurance

Human Body Systems

digestive

respiratory

circulatory

musculoskeletal

excretory

Training Principles (FIT)

frequency

intensity

Time

**Suggested Activities:*****By the end of grade three:***

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

***By the end of grade four:***

Activities related to:

Health related activities that support factors that are related to how well the systems of a body work.

Skill related activities that support the aspects of fitness which form the basis for successful sports participations

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

***By the end of grade five:***

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

**Curriculum Integration:**

Mathematics Data Analysis, Probability and Discrete Mathematics

Mathematics Mathematical Process

Science Scientific Process

Science Nature and Process of Technology

Science Characteristics of Life

Science Physics

### **Suggested Resources:**

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**Suggested Assessments:**

Teacher Observation  
Activity Checklist  
Activity Benchmarks  
Tests/Quizzes – Verbal and Written  
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Monthly Marathon Run  
PE Challenge Tasks  
President's Fitness Challenge  
Class Preparation  
Heart Rate Monitors  
Activity Monitors  
Pedometers  
Direct Observational Measures  
Self Report Instruction

**Standard:** 2.2 Physical Wellness**Disciplinary Concept:** Nutrition**Core Idea:**

- Understanding the principles of a balanced nutritional plan (e.g. moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition-related decisions that will contribute to wellness.

**Performance Expectations:**

- 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.
- 2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

**Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.**Essential Questions:**

1. What makes a food healthy?
2. How do you determine appropriate portion sizes?

**Instructional Objectives:**

*Students will be able to...*

1. Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps a body system functioning effectively.
2. Differentiate between healthy and unhealthy eating patterns.
3. Create a healthy meal based on nutritional content, value, calories, and cost.
4. Interpret food product labels based on nutritional content.
5. Determine factors that influence food choices and eating patterns.
6. Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
7. Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
8. Compare and contrast nutritional information on similar food products in order to make informed choices.

**Suggested Vocabulary to Improve Literacy:**

|                    |                    |                     |                  |
|--------------------|--------------------|---------------------|------------------|
| nutrient           | proteins           | caloric expenditure | anorexia nervosa |
| carbohydrates      | fats               | bulimia             |                  |
| vitamins           | food group         | saturated fats      |                  |
| food guide pyramid | balanced diet      | preservative        |                  |
| serving            | food label         | contamination       |                  |
| ingredient         | additive           | fad diet            |                  |
| calorie            | deficiency disease | media               |                  |
| anemia             | spoil              | processed foods     |                  |
| bacteria           | mold               | perishable          |                  |
| Unsaturated fats   | botulism           | caloric intake      |                  |

**Suggested Activities:*****General Activities:***

McGraw Hill Health Text & Teacher Resources- Ch. 5

Health Pad Activities

Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)

Food Pyramid-MyPyramid.gov activities/ Choosemyplate.gov

Food Logs

Creating Food Pyramid (posters, collages, etc.)

Healthy Snack Picnic

Food Label investigations

***By the end of grade three:***

Grade 3 Chapter 5 Project: Our Class Cookbook

Health Pad Activities Chapter 5: #13 Drink More Water, #14 Pyramid Problems, #15 Make a Smoothie

Life Skill Health Activities Chapter 5: Nutrient Data Base, Fast Food Menu Order, Keep Your Balance, Looking Out for Ads, Food Safety

Creating healthy food ads

Health Conscious Comic Book  
Create healthy menu

***By the end of grade four:***

Grade 4 Chapter 5 Project: What's For Lunch  
Health Pad Activities Chapter 5: # 13 Advertising ABC's, #14 Pyramid Café, #15 What Rot?  
Life Skill Health Activities Chapter 5: Nutrient Game, Meal Mobiles, Good Diet Dramas, Figure Out Food Labels, A Proper Place  
Serving Size Math Problems  
Nutrient Posters or charts  
Food Crime Scene Investigation for food safety-role playing  
Persuasive writing: selling healthy food choices

***By the end of grade five:***

McGraw Hill Health Text Chapter 5 and Resource Booklet  
Chapter 5 Project: Eating Habits Survey  
Health Pad Activities: #13 Delicious Ads #14 Healthy Choices #15 Calorie Word Problems  
Life Skill Health Activities Chapter 5: Vitamin alphabet, Rise and shine, Adventures in Food, The low down on labels, In the public interest, and Balancing Act.

**Suggested Curriculum Integration:**

Language Arts:

Read and respond to informational text  
Use glossary and index to locate information in text  
Vocabulary development  
Research Information  
Making Inferences  
Journal Writing  
Written response to lesson questions  
Writing text to accompany projects  
Persuasive Writing

Math:

Read and interpret graphs & charts  
Collect and organize data  
Represent and classify data according to attributes (Venn Diagrams)  
Recognizing and describing changes in quantities  
Understand the everyday objects have a variety of attributes  
Data Analysis (building food guide pyramid, Daily Percent Values, reading food labels)  
Problem Solving (Caloric intake problems)

Technology:

Multimedia presentations  
Research health topics specific to chapter using internet sources

Science:  
Food Chain  
Nutritional value of vitamins and minerals

**Suggested Resources:**

United Streaming  
[www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)  
Brainpop and Brainpop Jr. websites  
Enchanted Learning  
Movies  
McGraw Hill Health Textbook & resource kit (Chapter 5)  
General Internet Resources  
National Dairy Council: [www.dairyinfo.com](http://www.dairyinfo.com)  
Food & Nutrition Information Education Resource Center: <http://www.nal.usda.gov/fnic/>  
My Pyramid: [www.mypyramid.gov/](http://www.mypyramid.gov/) [ChooseMyPlate.gov](http://ChooseMyPlate.gov)  
HSP Health Activity Book  
School Nurse  
School Cafeteria Employee  
[www.choosemyplate.gov](http://www.choosemyplate.gov)  
Teen Health Textbook  
[health.glencoe.com](http://health.glencoe.com)

**Suggested Assessments:**

Lesson/ Chapter reviews (Chapter 5)  
Assessment Masters & Practice Master (Chapter 5)  
Teacher made rubrics  
Chapter Tests  
Projects  
Class work  
Performance in group and individual hands-on activities  
Oral presentations  
Multimedia Presentations  
Research Projects  
Web Quests  
Pictorial prompts/ responses  
Verbal/ Written responses  
Problem-based Learning Projects  
Internet activities  
Open-ended responses  
Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning Taxonomy/Questioning prompts





**STANDARD 2.3 (Safety)**  
**Grades 3-5**

| <b>BY THE END OF GRADE 5:</b> |  |   |
|-------------------------------|--|---|
| <b>Disciplinary Concept</b>   | <b>Core Idea</b>   | <b>Performance Expectations</b>   |
| <b>Personal Safety</b>        | <p>Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.</p> <p>There are strategies that individuals can use to communicate safely in an online environment.</p> <p>Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.</p> | <ul style="list-style-type: none"> <li>● 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.</li> <li>● 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).</li> <li>● 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.</li> <li>● 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.</li> <li>● 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.</li> <li>● 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.</li> </ul> |

|  |   |  |
|--|---|--|
| <b>Health Conditions, Diseases and Medicines</b>     | There are actions that individuals can take to help prevent diseases and stay healthy.  | <ul style="list-style-type: none"> <li>● 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>● 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>● 2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</li> </ul>  |
| <b>Alcohol, Tobacco and other Drugs</b>              | <p>The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.</p> <p>Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.</p> | <ul style="list-style-type: none"> <li>● 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).</li> <li>● 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.</li> <li>● 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.</li> </ul>  |
| <b>Dependency, Substances Disorder and Treatment</b> | <p>The short- and long-term effects of substance abuse are dangerous and harmful to one's health.</p> <p>The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are</p>  | <ul style="list-style-type: none"> <li>● 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.</li> <li>● 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.</li> <li>● 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.</li> <li>● 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.</li> </ul> |

|  |  |   |
|--|--|---|
|  | resources available for individuals and others affected by these situations. | <ul style="list-style-type: none"> <li>• 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).</li> </ul> |
|--|--|---|

**Standard:** 2.3 Safety

**Disciplinary Concept:** Personal Safety

**Core Idea:**

- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.

**Performance Expectations:**

- 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- 2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).
- 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- 2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.
- 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

**Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

1. What is the difference between healthy and unhealthy risks?
2. Why do we sometimes take risks that can cause harm to ourselves or others?

**Instructional Objectives:**

*Students will be able to...*

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. Summarize the various forms of abuse and ways to get help.
3. Examine the impact of unsafe behaviors when traveling in vehicles, as a pedestrian, and when using other modes of transportation.
4. Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
4. Explain what to do if abuse is suspected or occurs.
5. Summarize the components of the traffic safety system and explain how people contribute to

making the system effective.  
6. Assess when to use basic first-aid procedures.

**Suggested Vocabulary to Improve Literacy:**

|                      |                      |
|----------------------|----------------------|
| injury               | hazard               |
| first aid            | emergency            |
| compromise           | conflict             |
| respectful touch     | disrespectful touch  |
| smoke detector       | fire extinguisher    |
| life preserver       | sunscreen            |
| sprain               | blister              |
| abuse                | bullying             |
| stranger             | acquaintances        |
| trusted adults       | intentional injury   |
| Violence             | heat exhaustion      |
| Fracture             | unintentional injury |
| Protective Equipment | bruised              |
| Poisoned             | sunstroke            |
| puncture wound       | flammable            |
| rescue breathing     | frostbite            |
| Paramedic            |                      |

**Suggested Activities:**

***General:***

McGraw Hill Health Text & Teacher Resources- Chapter 9 Lessons 1,3,4,5,6  
Health Pad Activities  
Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)  
Stranger Danger Presentation Howell Township Community Resource Officer  
Guidance Department Bullying Presentations  
Fire Escape Route/ Fire Drills  
Create an Emergency Plan  
Safety Posters  
Poison Control Numbers Posters for House  
Guidance Department Bullying Lessons

***By the end of grade three:***

Grade 3 Chapter 9 Project: Safety Skits  
Health Pad Activities Chapter 9: #25 What's Your Opinion, #26 Safety Pictures, #27 Emergency Plan  
Life Skills Health Activities Chapter 9: Being "Safety" Smart, To Tell or Not to Tell, Safety Slogans, Can You Help Me?, First Aid-and Fast  
Poison Control Numbers Posters for House  
Building a First Aid Kit  
Charting your Emotions

***By the end of grade four:***

Grade 4 Chapter 9 Project: Our Safe School

Health Pad Activities Chapter 9: #25 Rule Book for My Private Space, #27 Danger Lane

Life Skills Health Activities Chapter 9: Danger Detectives, Emergency Numbers List, Make a Fire Escape Plan, Sink or Float, Classroom Clinic

Weather Safety Research

***By the end of grade five:***

McGraw Hill Health Text Chapter 9 and Resource Booklet

Chapter 9 Project: Conflict Resolution Program

Health Pad Activities: #25 Animal Safety #26 Stop, Drop, Roll #27 Safety in Action

Life Skill Health Activities Chapter 9: Home improvements, Finding Roads to Peace, Home Alone Checklist, Design for Safety, A Hot Topic, and Help is on the Way.

**Suggested Curriculum Integration:**

Language Arts:

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Recognize, describe, extend, and create space filling patterns (Emergency Plan maps)

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Science:

Poisonous Plants & Animal Bites and Stings

Social Studies:

Community Resources

**Suggested Resources:**

United Streaming  
[www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)  
Brainpop and Brainpop Jr. websites  
Enchanted Learning  
Movies  
McGraw Hill Health Textbook & resource kit (Chapter 9)  
General Internet Resources  
McGraw Hill Health on the Web: [www.mhschool.com](http://www.mhschool.com)  
Creating Safe and Drug Free Schools: An Action Guide:  
[www.ed.gov/offices/OESE/ACTGUID/index.html](http://www.ed.gov/offices/OESE/ACTGUID/index.html)  
Kidsafe: [www.uoknov.edu/oupd/kidsafe/start.html](http://www.uoknov.edu/oupd/kidsafe/start.html)  
HSP Health Activity Book  
Fire Department  
SRO  
Teen Health Textbook  
[health.glencoe.com](http://health.glencoe.com)

**Suggested Assessments:**

Lesson/ Chapter reviews (Chapter 9)  
Assessment Masters & Practice Master (Chapter 9)  
Teacher made rubrics  
Chapter Tests  
Projects  
Class work  
Performance in group and individual hands-on activities  
Oral presentations  
Multimedia Presentations  
Research Projects  
Web Quests  
Pictorial prompts/ responses  
Verbal/ Written responses  
Problem-based Learning Projects  
Internet activities  
Open-ended responses  
Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning Taxonomy/Questioning prompts

|   |
|---|
| <b>Standard:</b> 2.3 Safety   |
| <b>Disciplinary Concept:</b> Health Conditions, Diseases and Medicines  |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>There are actions that individuals can take to help prevent diseases and stay healthy.</li> </ul>  |
| <b>Performance Expectations:</b> <ul style="list-style-type: none"> <li>2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.</li> <li>2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)</li> <li>2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).</li> </ul> |

|   |
|---|
| <b>Big Idea:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.<br><br>Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.  |
| <b>Essential Questions:</b><br>1. To what extent can we keep ourselves disease free?<br>2. How do I determine whether or not a medication will be effective?  |
| <b>Instructional Objectives:</b><br><i>Students will be able to...</i><br><br>1. Explain how most diseases and health conditions are preventable.<br>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.<br>3. Explain how mental health impacts one's wellness.<br>Distinguish between over-the-counter and prescription medicines.<br>4. Determine possible side effects of common types of medicines.<br>5. Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.<br>6. Determine the impact of public health strategies in preventing diseases and health conditions.<br>7. Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them. |
| <b>Suggested Vocabulary to Improve Literacy:</b><br><br>disease      symptom      cancer<br>microbe      virus      degenerative<br>fungus      communicable disease      resistance<br>antibody      immune system      white blood cells  |



|                   |                         |            |
|-------------------|-------------------------|------------|
| immunity          | AIDS                    | abstinence |
| HIV               | no communicable disease |            |
| allergy           | risk factor             |            |
| chronic           | vaccine                 |            |
| organism          | bacteria                |            |
| drug              | medicine                |            |
| prescription      | pharmacist              |            |
| over-the-counter  | side effect             |            |
| dependence        | misuse                  |            |
| abuse             | influenza               |            |
| Life style choice |                         |            |

### **Suggested Activities:**

#### ***General:***

McGraw Hill Health Text & Teacher Resources- Ch. 7

Health Pad Activities

Vocabulary Extensions: word maps, journals, notebooks, posters, flip books, word splash, etc)

#### ***By the end of grade three:***

Grade 3 Chapter 7 Project: Create a Science Show

Health Pad Activities Chapter 7: #19 A Care-ful Song, #20 Control Chart, #21 Healthful Dioramas

Life Skill Health Activities Chapter 7: How Viruses Cause Germs, Germ Buster, Body Defenses, Your Own Health Log, HIV & AIDS Slogans

Communicable & non communicable Disease T-chart or Venn Diagram

School Nurse Visit-Hand washing

Chapter 8 Lesson 1

Life Skill Activity: Chapter 8 Medicine Safety

Health Activity Pad 22: A Cold Survey

#### ***By the end of grade four:***

Grade 4 Chapter 7 Project: Health Conscious Comic Book

Health Pad Activities Chapter 7: #19 How Skin Protects You, #20 Don't Risk It, #21 What Can You Do?

Life Skills Health Activities Chapter 7: Health Help, Antibodies to the Rescue, Fact Finders, Do It Right, Disease Detectives

Researching Physicians, scientists, or different diseases

Math Problem Solving: Handshake Problem

AIDS report & posters

Match the Germs Game (see 4<sup>th</sup> grade TE guide pg. 178)

Chapter 8 Lesson 1 & 2

Life Skill Activities: Read the Label & On the Safe Side

Health Activity Pad 22: Safety Suggestions

***By the end of grade five:***

McGraw Hill Health Text Chapter 7 and Resource Booklet

Chapter 7 Project: Show and Tell—Create Lecture/demonstrations on Disease Prevention and Control

Health Pad Activities: #19 Medical History #20 Booster Poster #21 Future Careers

Life Skill Health Activities Chapter 7: Moldy Oldies, Goal Keepers, Vaccines for Health, Talking about AIDS, Matters of the Heart, and Go for the Goal.

**Suggested Curriculum Integration:**

Language Arts:

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Recognizing and describing changes in quantities

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Multimedia presentations

Research health topics specific to chapter using internet sources

Science:

Comparing Plant Disease to Human Disease

Social Studies:  
Cultural Contributions of scientists  
Comparing Global Immunization Programs

**Suggested Resources:**

United Streaming  
[www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)  
Brainpop and Brainpop Jr. websites  
Enchanted Learning  
Movies  
McGraw Hill Health Textbook & resource kit (Chapter 7)  
General Internet Resources  
Magic School Bus: Inside Ralphie  
American Cancer Society: [www.cancer.org](http://www.cancer.org)  
American Heart Association: [www.amhrt.org](http://www.amhrt.org)  
Centers for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov)  
HSP Health Activity Book  
United Streaming  
[www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)  
Brainpop and Brainpop Jr. websites  
Enchanted Learning  
Movies  
McGraw Hill Health Textbook & resource kit (Chapter 8 Lesson 1 & 2)  
General Internet Resources  
HSP Health Activity Book  
Teen Health Textbook  
health.glencoe.com

**Suggested Assessments:**

Lesson/ Chapter reviews (Chapter 7)  
Assessment Masters & Practice Master (Chapter 7)  
Teacher made rubrics  
Chapter Tests  
Projects  
Class work  
Class discussion  
Performance in group and individual hands-on activities  
Oral presentations  
Multimedia Presentations  
Research Projects  
Web Quests  
Pictorial prompts/ responses  
Verbal/ Written responses  
Problem-based Learning Projects  
Internet activities

Open-ended responses  
 Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning Prompts  
 Lesson/ Chapter reviews (Chapter 8 Lesson 1 & 2)  
 Assessment Masters & Practice Master (Chapter 8 Lesson 1 & 2)  
 Teacher made rubrics  
 Chapter Tests  
 Projects  
 Class work  
 Performance in group and individual hands-on activities  
 Oral presentations  
 Multimedia Presentations  
 Research Projects  
 Web Quests  
 Pictorial prompts/ responses  
 Verbal/ Written responses  
 Problem-based Learning Projects  
 Internet activities  
 Open-ended responses  
 Students responses to questioning techniques using the levels of Bloom's Taxonomy/ questioning Taxonomy/Questioning prompts

**Standard:** 2.3 Safety

**Disciplinary Concept:** Alcohol, Tobacco and other Drugs

**Core Idea:**

- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

**Performance Expectations:**

- 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- 2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

**Big Idea:** Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

**Essential Questions:**

1. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
2. How do I make the “right” decisions in the face of peer media and other pressures?

**Instructional Objectives:**

*Students will be able to...*

1. Explain why it is illegal to use or possess certain drugs/substances and the possible consequences.
2. Compare the short and long term physical effects of all types of tobacco use.
3. Identify specific environments where second-hand/passive smoke may impact the wellness of nonsmokers.
4. Summarize the short- and long-term physical and behavioral effects of alcohol use and abuse.
5. Identify the short- and long-term physical effects of inhaling certain substances.
6. Explain the system of drug classification and why it is useful in preventing substance abuse.
7. Relate tobacco use and the incidence of disease.
8. Compare the effects of laws, policies, and procedures on smokers and nonsmokers.
9. 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 on one’s health.
10. Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
11. Summarize the signs and symptoms of inhalant abuse.
12. Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

**Suggested Vocabulary for Improving Literacy:**

|                     |                 |
|---------------------|-----------------|
| drug                | abuse           |
| misuse              | dependence      |
| tobacco             | nicotine        |
| carbon monoxide     | tar             |
| addictive           | passive smoking |
| non smoking section | alcohol         |
| marijuana           | inhalant        |
| stimulant           | cocaine         |
| depressant          | Addiction       |
| Carcinogen          | intoxication    |
| Tolerance           | alcoholism      |
| Withdrawal          | Surgeon General |
| Sober               | amphetamine     |
| Narcotics           | Intravenous     |
| hallucinogens       |                 |

**Suggested Activities:****General:**

McGraw Hill Health Text & Teacher Resources-Chapter 8 Lessons 3-5

Life Skill Health Activities

***By the end of grade three:***

Life Skill Activities Chapter 8: Work on Warnings, A Great Act, My Pledge

Health Pad Activity 23: Stop Smoking

Health Pad Activity 24: Kids Campaign

Chapter 8 Project: Public Service Ads

***By the end of grade four:***

Life Skill Activities Chapter 8: No Smoking Please, What's the Message, Risky Business, & Not for Me

Health Pad 23: Anti-Smoking Commercials

Health Pad 24: Be Convincing

Chapter 8 Project: Tobacco Free Contest

***By the end of grade five:***

McGraw Hill Health Text Chapter 8 lesson 2-7 and Resource Booklet

Chapter 8 Project: Independent Newspaper—Focuses on the problems of using alcohol, tobacco, and other drugs.

Health Pad Activities: #23 History of Tobacco #24 Dangerous Drugs

Life Skill Health Activities Chapter 8 lesson 2-7: Looking into the future, Saying NO to Tobacco, Advertising Watch, Alcohol and the body, Knowing how to say NO, & A contract for Health.

**Suggested Curriculum Integration:**

Language Arts:

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Science:

Basic Needs of human beings

**Suggested Resources:**

United Streaming  
General Websites Related to Topics  
[WWW.mhschool.com](http://WWW.mhschool.com)  
[www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)  
Brainpop and Brainpop Jr. websites  
Enchanted Learning  
Movies  
McGraw Hill Health Textbook & resource kit (Chapter 8 Lessons 3-5)  
General Internet Resources  
HSP Health Activity Book  
Teen Health Textbook  
health.glencoe.com

**Suggested Assessments:**

Lesson/ Chapter reviews (Chapter 8 Lessons 3-5)  
Assessment Masters & Practice Master (Chapter 8 Lessons 3-5)  
Teacher made rubrics  
Chapter Tests  
Projects  
Class work  
Performance in group and individual hands-on activities  
Oral presentations  
Multimedia Presentations  
Research Projects  
Web Quests  
Pictorial prompts/ responses  
Verbal/ Written responses  
Problem-based Learning Projects  
Internet activities  
Open-ended responses  
Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning Taxonomy/Questioning prompts

**Standard:** 2.3 Safety

**Disciplinary Concept:** Dependency, Substances Disorder and Treatment

**Core Idea:**

- The short- and long-term effects of substance abuse are dangerous and harmful to one's health.
- The use/abuse of alcohol, tobacco, and drugs can have unintended consequences but there are resources available for individuals and others affected by these situations.

**Performance Expectations:**

- 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
- 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- 2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.
- 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

**Big Idea:** Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

**Essential Questions:**

1. Why does one person become an addict and another does not?

**Instructional Objectives:**

*Students will be able to...*

1. Identify signs that a person might have alcohol, tobacco, and/or drug use problems.
2. Differentiate between drug use, abuse, and misuse.
3. Determine how advertising, peer pressure, and home environment influence children and teenagers to experiment with alcohol, tobacco, and other drugs.
4. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
5. Explain how wellness is affected during the stages of drug dependency/addiction.
6. 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.
7. Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

**Suggested Vocabulary for Improving Literacy:**

drug

abuse



|                     |                 |
|---------------------|-----------------|
| misuse              | dependence      |
| tobacco             | nicotine        |
| carbon monoxide     | tar             |
| addictive           | passive smoking |
| non smoking section | alcohol         |
| marijuana           | inhalant        |
| stimulant           | cocaine         |
| depressant          | Addiction       |
| Carcinogen          | intoxication    |
| Depressant          | intravenous     |
| Tolerance           | alcoholism      |
| Inhalant            | hallucinogens   |
| Withdrawal          | Surgeon General |
| Sober               | amphetamine     |
| narcotics           |                 |

### **Suggested Activities:**

#### ***General:***

McGraw Hill Health Text & Teacher Resources-Chapter 8 Lessons 3-5  
Life Skill Health Activities

#### ***By the end of grade three:***

Life Skill Activities Chapter 8: Work on Warnings, A Great Act, My Pledge  
Health Pad Activity 23: Stop Smoking  
Health Pad Activity 24: Kids Campaign  
Chapter 8 Project: Public Service Ads

#### ***By the end of grade four:***

Life Skill Activities Chapter 8: No Smoking Please, What's the Message, Risky Business, & Not for Me  
Health Pad 23: Anti-Smoking Commercials  
Health Pad 24: Be Convincing  
Chapter 8 Project: Tobacco Free Contest

#### ***By the end of grade five:***

McGraw Hill Health Text Chapter 8 lesson 2-7 and Resource Booklet  
Chapter 8 Project: Independent Newspaper—Focuses on the problems of using alcohol, tobacco, and other drugs.  
Health Pad Activities: #23 History of Tobacco #24 Dangerous Drugs  
Life Skill Health Activities Chapter 8 lesson 2-7: Looking into the future, Saying NO to Tobacco, Advertising Watch, Alcohol and the body, Knowing how to say NO, & A contract for Health.

### **Suggested Curriculum Integration:**

Language Arts:

Read and respond to informational text  
Use glossary and index to locate information in text  
Vocabulary development  
Research Information  
Making Inferences  
Journal Writing  
Written response to lesson questions  
Writing text to accompany projects

**Math:**

Read and interpret graphs & charts  
Collect and organize data  
Represent and classify data according to attributes (Venn Diagrams)

**Technology:**

Multimedia presentations  
Research health topics specific to chapter using internet sources

**Science:**

Basic Needs of human beings

**Suggested Resources:**

United Streaming  
[www.destiny.k12.us.nj](http://www.destiny.k12.us.nj)  
Brainpop and Brainpop Jr. websites  
Enchanted Learning  
Movies  
McGraw Hill Health Textbook & resource kit (Chapter 8 Lessons 3-5)  
General Internet Resources  
HSP Health Activity Book  
Teen Health Textbook  
health.glencoe.com

**Suggested Assessments:**

Lesson/ Chapter reviews (Chapter 8 Lessons 3-5)  
Assessment Masters & Practice Master (Chapter 8 Lessons 3-5)  
Teacher made rubrics  
Chapter Tests  
Projects  
Class work  
Performance in group and individual hands-on activities  
Oral presentations  
Multimedia Presentations  
Research Projects

Web Quests

Pictorial prompts/ responses

Verbal/ Written responses

Problem-based Learning Projects

Internet activities

Open-ended responses

Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning Taxonomy/Questioning prompts

# **HOWELL TOWNSHIP PUBLIC SCHOOLS**

## **COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION CURRICULUM**

**6-8**



**July 2022**

**STANDARD 2.1 (Personal and Mental Health)**  
**Grades 6-8**

| <b>BY THE END OF GRADE 8:</b>          |   |   |
|--|---|---|
| <b>Disciplinary Concept</b>            | <b>Core Idea</b>  | <b>Performance Expectations</b>   |
| <b>Personal Growth and Development</b> | <p>Individual actions, genetics, and family history can play a role in an individual's personal health.</p> <p>Responsible actions regarding behavior can impact the development and health of oneself and others.</p>  | <ul style="list-style-type: none"> <li>● 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</li> <li>● 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.</li> <li>● 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.</li> <li>● 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.</li> </ul>   |
| <b>Pregnancy and Parenting</b>         | <p>An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.</p> <p>There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.</p> | <ul style="list-style-type: none"> <li>● 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.</li> <li>● 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.</li> <li>● 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.</li> <li>● 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.</li> <li>● 2.1.8.PP.5: Identify resources to assist with parenting.</li> </ul> |

|                                 |   |   |
|---------------------------------|---|---|
| <b>Emotional Health</b>         | Self-management skills impact an individual's ability to cope with different types of mental, psychological, and emotional situations.  | <ul style="list-style-type: none"> <li>● 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</li> <li>● 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</li> </ul>  |
| <b>Social and Sexual Health</b> | <p>Inclusive schools and communities are accepting of all people and make them feel welcome and included.</p> <p>Relationships are influenced by a wide variety of factors, individuals, and behaviors.</p> <p>There are factors that contribute to making healthy decisions about sex.</p> | <ul style="list-style-type: none"> <li>● 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.</li> <li>● 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.</li> <li>● 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</li> <li>● 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.</li> <li>● 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.</li> <li>● 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.</li> <li>● 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.</li> <li>● 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).</li> <li>● 2.1.8.SSH.9: Define vaginal, oral, and anal sex.</li> <li>● 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).</li> <li>● 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).</li> </ul> |

|  |  |   |
|--|--|---|
| <b>Community Health Services and Support</b> | <p>Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.</p> <p>Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.</p> <p>Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.</p> | <ul style="list-style-type: none"> <li>● 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).</li> <li>● 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.</li> <li>● 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.</li> <li>● 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.</li> <li>● 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.</li> <li>● 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.</li> <li>● 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.</li> <li>● 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.</li> </ul> |
|--|--|---|





**Standard:** 2.1 Personal and Mental Health

**Disciplinary Concept:** PERSONAL GROWTH AND DEVELOPMENT

**Core Idea:**

- Individual actions, genetics, and family history can play a role in an individual's personal health.
- Responsible actions regarding behavior can impact the development and health of oneself and others.

**Performance Expectations:**

- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.PGD.2: Analyze how genetics and family history can impact personal health.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.
- 2.1.8.PGD.4: Analyze the relationship between healthy behaviors and personal health.

**Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

1. What are the consequences (especially unforeseen) of our choices in terms of wellness?
2. What steps to take to have optimal growth and development?

**Instructional Objectives:**

*Students will be able to...*

1. Assess and apply health data to enhance each dimension of personal wellness.
2. Compare and contrast the impact of genetics, family history, personal health practices, and environment on personal growth and development in each life stage.
3. Relate advances in technology to maintaining and improving personal health.
4. Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
5. Discuss how heredity, physiological changes, environmental influences, and varying social experiences contribute to an individual's uniqueness.
6. Explain how health data can be used to assess and improve each dimension of personal wellness.
7. Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
8. Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.

**Topics:**

Understanding Health and Wellness  
Growing and Changing  
Body Image  
Dating Relationships

**Suggested Activities:*****By the end of grade six:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities ([pearsonsuccessnet.com](http://pearsonsuccessnet.com))  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets  
Savaas Online Textbook

***By the end of grades seven and eight:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities ([health.glencoe.com](http://health.glencoe.com))  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

**Suggested Curriculum Integration:**

## Language Arts:

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

## Math:

Read and interpret graphs &amp; charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Recognizing and describing changes in quantities

## Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

## Science:

Basic Needs of human beings

Human Body Systems

Recognize individuals vary within species, including humans

**Suggested Resources:**[unitedstreaming.com](http://unitedstreaming.com)

Movies

General Internet Resources

Pearson Health Textbook 2014

[pearsonsuccessnet.com](http://pearsonsuccessnet.com)**Suggested Assessments:**

Lesson/ Chapter reviews

Assessment Masters &amp; Practice Masters

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects  
 Web Quests  
 Pictorial prompts/ responses  
 Verbal/ Written responses  
 Problem-based Learning Projects  
 Internet activities  
 Open-ended responses  
 Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning  
 Questioning Prompts

**Standard:** 2.1 Personal and Mental Health

**Disciplinary Concept:** Pregnancy and Parenting

**Core Idea:**

- An awareness of the stages of pregnancy and prenatal care can contribute to a healthy pregnancy and the birth of a healthy child.
- There are a variety of factors that affect the social, emotional, and financial challenges that are associated with parenthood.

**Performance Expectations:**

- 2.1.8.PP.1: Describe pregnancy testing, the signs of pregnancy, and pregnancy options, including parenting, abortion, and adoption.
- 2.1.8.PP.2: Summarize the stages of pregnancy from fertilization to birth.
- 2.1.8.PP.3: Identify prenatal practices that support a healthy pregnancy and identify where to find medically accurate sources of information about prenatal care.
- 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families.
- 2.1.8.PP.5: Identify resources to assist with parenting.

**Big Idea:** Understanding the various aspects of human relationships and sexuality assists in making good choices about healthy living.

**Essential Questions:**

1. How do you know when you are ready to have a child?
2. What are the responsibilities of having a child?

**Instructional Objectives:**

*Students will be able to:*

1. Summarize the signs and symptoms of pregnancy and the methods available to confirm pregnancy.
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.
3. Determine effective strategies and resources to assist with parenting.
  4. Predict short and long term impacts of teen pregnancy.
  5. Correlate prenatal care with the prevention of complications that may occur during pregnancy and childbirth.
  6. Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
  7. Identify the signs and symptoms of pregnancy.
  8. Identify prenatal practices that support a healthy pregnancy.
  9. Predict challenges that may be faced by adolescent parents and their families.

**Topics:**

Pregnancy  
Pre-natal Care  
Drug and Alcohol Effects of Pregnancy  
Teen Parents  
Parenting  
Heredity and Growth  
Fertilization  
Embryonic Development  
Fetal Development

**Suggested Activities:**

***By the end of grade six:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities ([health.glencoe.com](http://health.glencoe.com))  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

***By the end of grades seven and eight:***

Topic Vocabulary  
Health Inventory  
E-flashcards

Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities (health.glencoe.com)  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

**Curriculum Integration:**

Language Arts:  
Read and respond to informational text  
Use glossary and index to locate information in text  
Vocabulary development  
Research Information  
Making Inferences  
Written response to lesson questions  
Writing text to accompany projects

Math:  
Read and interpret graphs & charts  
Represent and classify data according to attributes

Technology:  
Multimedia presentations  
Research health topics specific to chapter using internet sources

Science:  
Life Cycle of human beings

**Suggested Resources:**

unitedstreaming.com  
Movies  
General Internet Resources  
Pearson Health Textbook 2014  
Saavas Textbook

**Suggested Assessments:**

Lesson/Chapter reviews  
Assessment Masters & Practice Masters  
Teacher made rubrics  
Chapter Tests  
Projects  
Class work  
Performance in group and individual hands-on activities  
Oral presentations  
Multimedia Presentations  
Research Projects  
Web Quests  
Pictorial prompts/responses  
Verbal/Written responses  
Problem-based Learning Projects  
Internet activities  
Open-ended responses  
Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning  
Questioning Prompts -Lesson/ Chapter reviews

**Standard:** 2.1 Personal and Mental Health**Disciplinary Concept:** Emotional Health**Core Idea:**

- Self-management skills impact an individual's ability to recognize, cope, and express emotions about difficult events.

**Performance Expectations:**

- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.

**Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

1. How can you learn to accept yourself and others' differences?

**Instructional Objectives:**

*Students will be able to...*

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2. Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
3. Explain how culture influences the ways families and groups cope with crisis and change.
4. Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
5. Examine how personal assets and protective factors support healthy social and emotional development.
6. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
7. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
8. Following the lifelines curriculum for suicide prevention.

**Topics:**

Social Health  
Cyber Bullying  
Conflict Resolution  
School Violence  
Self-esteem  
Positive Peer Relationship

**Suggested Activities:*****By the end of grade six:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities (health.glencoe.com)  
“Building Health Skills” activities



“Hands-on Health” activities

Group project

Topic related DVD/videos

Student Activities Workbook worksheets

Role Playing

SAC Coordinator

Laser Light Show – Character Education

**By the end of *grades seven and eight*:**

Topic Vocabulary

Health Inventory

E-flashcards

Foldables

Discussion of community resources

Examine media for different health articles

Expository writing

School nurse visit

Guest speakers

Online quizzes and activities ([health.glencoe.com](http://health.glencoe.com))

“Building Health Skills” activities

“Hands-on Health” activities

Group project

Topic related DVD/videos

Student Activities Workbook worksheets

Role Playing

SAC Coordinator

Laser Light Show – Character Education

**Suggested Curriculum Integration:**

Language Arts:

Read and respond to informational text

Use glossary and index to locate information in text

Vocabulary development

Research Information

Making Inferences

Journal Writing

Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Social Studies:  
Community Resources

**Suggested Resources:**

unitedstreaming.com  
Movies  
General Internet Resources  
Pearson Health Textbook 2014  
Saavas Textbook

**Suggested Assessments:**

Lesson/ Chapter reviews  
Assessment Masters & Practice Masters  
Teacher made rubrics  
Chapter Tests  
Projects  
Class work  
Performance in group and individual hands-on activities  
Oral presentations  
Multimedia Presentations  
Research Projects  
Web Quests  
Pictorial prompts/responses  
Verbal/Written responses  
Problem-based Learning Projects  
Internet activities  
Open-ended responses  
Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning  
Questioning Prompts

**Standard:** 2.1 Personal and Mental Health

**Disciplinary Concept:** Social and Sexual Health

**Core Idea:**

- Inclusive schools and communities are accepting of all people and make them feel welcome and included.
- Relationships are influenced by a wide variety of factors, individuals, and behaviors.

- There are factors that contribute to making healthy decisions about sex.

**Performance Expectations:**

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships.
- 2.1.8.SSH.5: Analyze the similarities and differences between friendships, romantic relationships and sexual relationships.
- 2.1.8.SSH.6: Examine how culture influences the way families cope with traumatic situations, crisis, and change.
- 2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors.
- 2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances).
- 2.1.8.SSH.9: Define vaginal, oral, and anal sex.
- 2.1.8.SSH.10: Identify short and long-term contraception and safer sex methods that are effective and describe how to access and use them (e.g., abstinence, condom).
- 2.1.8.SSH.11: Develop a plan to eliminate or reduce risk of unintended pregnancy and STIs (including HIV).

**Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

2. How can you learn to accept yourself and others' differences?

**Instructional Objectives:**

*Students will be able to...*

1. Analyze how personal assets, resiliency, and protective factors support healthy social and emotional health.
2. Determine the effectiveness of existing home, school, and community efforts to address social and emotional health and prevent conflict.
3. Explain how culture influences the ways families and groups cope with crisis and change.
4. Compare and contrast stress management strategies that are used to address various types of stress-induced situations.
5. Examine how personal assets and protective factors support healthy social and emotional development.
6. Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
7. Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.

**Topics:**

Social Health  
Cyber Bullying  
Conflict Resolution  
School Violence  
Self-esteem  
Positive Peer Relationships

**Suggested Activities:*****By the end of grade six:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities ([health.glencoe.com](http://health.glencoe.com))  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets  
Role Playing  
SAC Coordinator  
Laser Light Show – Character Education

***By the end of grades seven and eight:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities ([health.glencoe.com](http://health.glencoe.com))  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project

Topic related DVD/videos  
Student Activities Workbook worksheets  
Role Playing  
SAC Coordinator  
Laser Light Show – Character Education

**Suggested Curriculum Integration:**

Language Arts:  
Read and respond to informational text  
Use glossary and index to locate information in text  
Vocabulary development  
Research Information  
Making Inferences  
Journal Writing  
Written response to lesson questions  
Writing text to accompany projects

Math:  
Read and interpret graphs & charts  
Collect and organize data

Technology:  
Multimedia presentations  
Research health topics specific to chapter using internet sources

Social Studies:  
Community Resources

**Suggested Resources:**

unitedstreaming.com  
Movies  
General Internet Resources  
Pearson Health Textbook 2014  
pearsonsuccessnet.com

**Suggested Assessments:**

Lesson/ Chapter reviews  
Assessment Masters & Practice Masters  
Teacher made rubrics  
Chapter Tests  
Projects  
Class work  
Performance in group and individual hands-on activities

Oral presentations  
 Multimedia Presentations  
 Research Projects  
 Web Quests  
 Pictorial prompts/responses  
 Verbal/Written responses  
 Problem-based Learning Projects  
 Internet activities  
 Open-ended responses  
 Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning  
 Questioning Prompts

**Standard:** 2.1 Personal and Mental Health

**Disciplinary Concept:** Community Health Services and Support

**Core Idea:**

- Potential solutions to health issues are dependent on health literacy and locating resources accessible in a community.
- Advocacy for personal, family, community, and global health can influence and change the interaction of people and their health.
- Different people have different capacities to deal with different situations and being aware of a wide variety of tools and resources is beneficial.

**Performance Expectations:**

- 2.1.8.CHSS.1: Identify professionals at school and in the community available to assist with health conditions and emergencies, sexual health services, life skills training and describe how they can be accessed (e.g., suicide prevention, CPR/AED, breast self-examination, traumatic stress).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked.
- 2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs /HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources.
- 2.1.8.CHSS.6: Develop an advocacy plan regarding a health issue and share this information in an appropriate setting.

- 2.1.8.CHSS.7: Collaborate with other students to develop a strategy to address health issues related to climate change.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.

**Big Idea:** The use of critical thinking, decision-making, problem solving, leadership and communication skills are essential to making informed personal, family and community health decisions.

**Essential Questions:**

1. Where do I go to access information about good health and fitness services?
2. Why is it so difficult for some people to access healthcare?

**Instructional Objectives:**

*Students will be able to...*

1. Evaluate various health products, services, and resources from different sources, including the Internet. 2. Compare and contrast situations that require support from trusted adults or health professionals.
2. Determine the validity and reliability of different types of health resources.
3. Distinguish health issues that warrant support from trusted adults or health professionals.

**Topics:**

Nutrition  
 Social Health  
 Tobacco  
 Drugs  
 Alcohol  
 Conflict Resolution  
 Growth and Development  
 Safety and Emergencies  
 Communicable and Non-Communicable Diseases  
 Loss of employment  
 Poverty  
 Current Health  
 Media Influences  
 Personal Fitness  
 HIV/AIDS

**Suggested Activities:**

***By the end of grade six:***

Topic Vocabulary  
 Health Inventory

E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities (health.glencoe.com)  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

***By the end of grades seven and eight:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities (health.glencoe.com)  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

**Suggested Curriculum Integration:**

Language Arts:  
Read and respond to informational text  
Use glossary and index to locate information in text  
Vocabulary development  
Research Information  
Making Inferences  
Journal Writing  
Written response to lesson questions  
Writing text to accompany projects

Math:  
Read and interpret graphs & charts  
Collect and organize data



Represent and classify data according to attributes (Venn Diagrams)  
Recognizing and describing changes in quantities

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Social Studies:

Local, State, & Federal organizations

### **Suggested Resources:**

[unitedstreaming.com](http://unitedstreaming.com)

Movies

General Internet Resources

Pearson Health Textbook 2014

Saavas Textbook

### **Suggested Assessments:**

Lesson/Chapter reviews

Assessment Masters & Practice Masters

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects

Web Quests

Pictorial prompts/responses

Verbal/Written responses

Problem-based Learning Projects

Internet activities

Open-ended responses

Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning

Questioning Prompts

**STANDARD 2.2 (Physical Wellness)**  
**6-8**

| <b>BY THE END OF GRADE 8:</b>       |  |   |
|-------------------------------------|--|---|
| <b>Disciplinary Concept</b>         | <b>Core Idea</b>   | <b>Performance Expectations</b>   |
| <b>Movement Skills and Concepts</b> | <p>Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).</p> <p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> | <ul style="list-style-type: none"> <li>● 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</li> <li>● 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</li> <li>● 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</li> <li>● 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</li> <li>● 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</li> <li>● 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</li> <li>● 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</li> </ul> |

|                         |  |   |
|-------------------------|--|---|
| <b>Physical Fitness</b> | A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).  | <ul style="list-style-type: none"> <li>● 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</li> <li>● 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</li> <li>● 2.2.8.PF.3: Execute the primary principals of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</li> <li>● 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</li> <li>● 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</li> </ul>   |
| <b>Lifelong Fitness</b> | <p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Community resources can provide participation in physical activity for self and family members.</p> | <ul style="list-style-type: none"> <li>● 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</li> <li>● 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</li> <li>● 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</li> <li>● 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</li> <li>● 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.</li> <li>● 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</li> <li>● 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions</li> </ul> |

|                  |  |  |
|------------------|--|--|
| <b>Nutrition</b> | Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness. | <ul style="list-style-type: none"> <li>● 2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</li> <li>● 2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</li> <li>● 2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</li> <li>● 2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balance nutrition).</li> </ul> |
|------------------|--|--|

**Standard:** 2.2 Physical Wellness

**Disciplinary Concept:** Movement Skills and Concepts

**Core Idea:**

- Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).
- Feedback from others and self-assessment impacts performance of movement skills and concepts.
- Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

**Performance Expectations:**

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.

**Big Idea:** Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.

**Essential Questions:**

1. How does effective and appropriate movement affect wellness?
2. Why do I have to understand concepts of movement when I can already perform the movement?

**Instructional Objectives:**  
*able to...*

*Students will be*

1. Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities)..
2. Apply the concept of force and motion (weight transfer, power, speed, agility, range of motion) to

impact performance.

3. Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance)..

4. Detect, analyze, and correct errors and apply to refine movement skills.

5. Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

6. Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.

7. Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).

8. Use self-evaluation and external feedback to detect and correct errors in one's movement performance.

### **Suggested Vocabulary for Improving Literacy:**

equilibrium

rotation

range of motion

compare and contrast

sequence

counterbalance

Movement Skills (Sport Specific)

Skill Combination(s)

movement sequence (dance specific/sport specific)

principles of force

principles of motion

### **Suggested Activities:**

#### ***By the end of grade six:***

Activities related to:

Modified sport games that continue to support traditional sport skills:

-Soccer

-Basketball

-Softball

-Hockey

-Golf

Activities that support lifetime/wellness skills:

-Walking club

-Jump rope

-Yoga

Recreational Activities:

-Badminton

-Ping Pong

- Bowling
- Biking
- Dance
- Yoga
- Frisbee
- Aerobics
- posture exercises
- shoulder girdle exercises

***By the end of grade seven:***

Activities related to:

Modified sport games

Traditional sport games

Recreational activities/Wellness activities

Cooperative Learning Activities

Project USE Grade 7 (See Appendix)

Golf

***By the end of grade eight:***

Activities related to:

Modified sport games

Traditional sport games

Recreational activities/Wellness activities

Cooperative Learning Activities

Project USE Grade 8 (See Appendix)

Golf

**Curriculum Integration:**

Language Arts Speaking

Language Arts Listening

Mathematics Patterns and Algebra

Science Physics

Visual and Performing Arts Aesthetics

Visual and Performing Arts Creation and Performance

**Suggested Resources:**

Action for Health Kids – [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Alliance for a Healthier Generation – [www.healthiergeneration.org](http://www.healthiergeneration.org)

American Alliance for Health, Physical Education, Recreation and Dance – [www.aahperd.org](http://www.aahperd.org)

American Heart Association – [www.americanheart.org](http://www.americanheart.org)

American Red Cross – [www.redcross.org](http://www.redcross.org)

Body and Mind – [www.bam.gov/](http://www.bam.gov/)

Center for Disease Control (CDC) – [www.cdc.gov](http://www.cdc.gov)

Comprehensive Health Education Foundation (C.H.E.F.) – [www.chef.org](http://www.chef.org)  
 Coordinated Approach to Child Health (C.A.T.C.H.) – [www.flaghouse.com](http://www.flaghouse.com)  
 Dance Dance Revolution – [www.ddrgame.com](http://www.ddrgame.com)  
 Education World – [www.educationalworld.com](http://www.educationalworld.com)  
 Flaghouse Sporting Goods – [www.flaghouse.com](http://www.flaghouse.com)  
 Food Guide – [www.MyPyramid.gov](http://www.MyPyramid.gov)  
 Games Kids Play – [www.gameskidsplay.net/](http://www.gameskidsplay.net/)  
 Great Activities Newspaper – [www.greatactivities.net](http://www.greatactivities.net)  
 Health Teacher Lessons – [www.healthteacher.com](http://www.healthteacher.com)  
 Healthy School Playgrounds – [www.peacefulplaygrounds.com](http://www.peacefulplaygrounds.com)  
 Howell Destiny  
 Human Kinetics – [www.humankinetics.com](http://www.humankinetics.com)  
 Inspiration/Kidspiration – [www.inspiration.com](http://www.inspiration.com)  
 KaBOOM – [www.kaboom.org](http://www.kaboom.org)  
 New Jersey Association for Health, Physical Education, Recreation and Dance -  
[www.njahperd.org](http://www.njahperd.org)  
 New Jersey Department of Education – [www.state.nj.us/education](http://www.state.nj.us/education)  
 PE Central – [www.pecentral.org](http://www.pecentral.org); [www.pelogit.org](http://www.pelogit.org)  
 Project A.C.E.S. (All Children Exercising Simultaneously) – [www.projectaces.com](http://www.projectaces.com)  
 Project USE – [www.projectadventure.com](http://www.projectadventure.com)  
 Small Steps Nutritional Plans – [www.smallstep.gov](http://www.smallstep.gov)  
 Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – [www.sportime.com](http://www.sportime.com)  
 Team Nutrition – [www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)  
 Teen Health – [www.teenhealth.org](http://www.teenhealth.org)  
 The President’s Council on Physical Fitness and Sport – [www.presidentschallenge.org](http://www.presidentschallenge.org)  
[www.fitness.gov](http://www.fitness.gov)  
 United Streaming – [www.unitedstreaming.com](http://www.unitedstreaming.com)  
 US Department of Health and Human Services – [www.HHS.gov](http://www.HHS.gov)

### **Suggested Assessments:**

Teacher Observation  
 Activity Checklist  
 Activity Benchmarks  
 Tests/Quizzes – Verbal and Written  
 Skill Performance  
 Group Performance  
 Team Performance  
 Individual Performance  
 Monthly Marathon Run  
 PE Challenge Tasks  
 President’s Fitness Challenge  
 Class Preparation



|  |
|--|
| <b>Standard:</b> 2.2 Physical Wellness   |
| <b>Disciplinary Concept:</b> Physical Fitness  |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</li> </ul>  |
| <b>Performance Expectations:</b> <ul style="list-style-type: none"> <li>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</li> <li>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</li> <li>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</li> <li>2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.</li> <li>2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.</li> </ul> |

|   |
|---|
| <b>Big Idea:</b> Lifetime fitness depends upon understanding how each fitness component is developed and measured. How to design and implement a personal fitness plan that supports a healthy, active lifestyle.   |
| <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>How to design and implement a personal fitness plan that supports a healthy, active lifestyle?</li> </ol>  |
| <b>Instructional Objectives:</b> <div style="text-align: right;"><i>Students will be able to...</i></div> <ol style="list-style-type: none"> <li>Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> <li>Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</li> <li>Analyze how medical and technological advances impact personal fitness.</li> <li>Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</li> <li>Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</li> </ol> |

6. Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
7. Analyze the social, emotional, and health benefits of selected physical experiences.
8. Determine to what extent various activities improve skill-related fitness versus health-related fitness.
9. Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
10. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
11. Relate physical activity, healthy eating, and body composition to personal fitness and health.
12. Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.
13. Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.

#### **Suggested Vocabulary for Improving Literacy:**

body systems (6)  
 acute exercise versus regular exercise  
 body composition  
 health related components (5)  
 skill related components (6)  
 body systems (6)  
 health behaviors  
 body composition  
 heredity  
 Training

#### **Suggested Activities:**

##### ***By the end of grade six:***

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

##### ***By the end of grade seven:***

Activities related to:

Activities that involve use of different body systems.

Activities that promote the benefits of regular physical activity.

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

***By the end of grade eight:***

Activities related to:

Activities that involve use of different body systems.

Activities that promote the benefits of regular physical activity.

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

**Curriculum Integration:**

Mathematics Data Analysis, Probability and Discrete Mathematics

Mathematics Mathematical Process

Science Scientific Process

Science Nature and Process of Technology

Science Characteristics of Life

Science Physics

**Suggested Resources:**

Action for Health Kids – [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Alliance for a Healthier Generation – [www.healthiergeneration.org](http://www.healthiergeneration.org)

American Alliance for Health, Physical Education, Recreation and Dance – [www.aahperd.org](http://www.aahperd.org)

American Heart Association – [www.americanheart.org](http://www.americanheart.org)

American Red Cross – [www.redcross.org](http://www.redcross.org)

Body and Mind – [www.bam.gov/](http://www.bam.gov/)

Center for Disease Control (CDC) – [www.cdc.gov](http://www.cdc.gov)

Comprehensive Health Education Foundation (C.H.E.F.) – [www.chef.org](http://www.chef.org)

Coordinated Approach to Child Health (C.A.T.C.H.) – [www.flaghouse.com](http://www.flaghouse.com)

Dance Dance Revolution – [www.ddrgame.com](http://www.ddrgame.com)

Education World – [www.educationalworld.com](http://www.educationalworld.com)

Flaghouse Sporting Goods – [www.flaghouse.com](http://www.flaghouse.com)

Food Guide – [www.MyPyramid.gov](http://www.MyPyramid.gov)

Games Kids Play – [www.gameskidsplay.net/](http://www.gameskidsplay.net/)

Great Activities Newspaper – [www.greatactivities.net](http://www.greatactivities.net)

Health Teacher Lessons – [www.healthteacher.com](http://www.healthteacher.com)

Healthy School Playgrounds – [www.peacefulplaygrounds.com](http://www.peacefulplaygrounds.com)

Howell Destiny

Human Kinetics – [www.humankinetics.com](http://www.humankinetics.com)  
Inspiration/Kidspiration – [www.inspiration.com](http://www.inspiration.com)  
KaBOOM – [www.kaboom.org](http://www.kaboom.org)  
New Jersey Association for Health, Physical Education, Recreation and Dance -  
[www.njahperd.org](http://www.njahperd.org)  
New Jersey Department of Education – [www.state.nj.us/education](http://www.state.nj.us/education)  
PE Central – [www.pecentral.org](http://www.pecentral.org); [www.pelogit.org](http://www.pelogit.org)  
Project A.C.E.S. (All Children Exercising Simultaneously) – [www.projectaces.com](http://www.projectaces.com)  
Project USE – [www.projectadventure.com](http://www.projectadventure.com)  
Small Steps Nutritional Plans – [www.smallstep.gov](http://www.smallstep.gov)  
Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – [www.sportime.com](http://www.sportime.com)  
Team Nutrition – [www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)  
Teen Health – [www.teenhealth.org](http://www.teenhealth.org)  
The President’s Council on Physical Fitness and Sport – [www.presidentschallenge.org](http://www.presidentschallenge.org)  
[www.fitness.gov](http://www.fitness.gov)  
United Streaming – [www.unitedstreaming.com](http://www.unitedstreaming.com)  
US Department of Health and Human Services – [www.HHS.gov](http://www.HHS.gov)

**Suggested Assessments:**

Teacher Observation  
Activity Checklist  
Activity Benchmarks  
Tests/Quizzes – Verbal and Written  
Skill Performance  
Group Performance  
Team Performance  
Individual Performance  
Monthly Marathon Run  
PE Challenge Tasks  
President’s Fitness Challenge  
Class Preparation  
Jogging Test  
Heart Rate Monitors  
Pedometers  
District Fitness Program  
Direct Observational Measures  
Self Report Instruction

|  |
|--|
| <b>Standard:</b> 2.2 Physical Wellness   |
| <b>Disciplinary Concept:</b> Lifelong Fitness  |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>• Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</li> <li>• Community resources can provide participation in physical activity for self and family members.</li> </ul>  |
| <b>Performance Expectations:</b> <ul style="list-style-type: none"> <li>• 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.</li> <li>• 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</li> <li>• 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.</li> <li>• 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</li> <li>• 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthening, endurance-fitness activities) using technology and cross-training, and lifetime activities.</li> <li>• 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</li> <li>• 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</li> </ul> |

|  |                         |
|--|-------------------------|
| <b>Big Idea:</b> Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.   |                         |
| <b>Essential Questions:</b><br>How can you design and implement a personal fitness plan that supports a healthy, active lifestyle?   |                         |
| <b>Instructional Objectives:</b><br><i>able to...</i>  | <i>Students will be</i> |
| <ol style="list-style-type: none"> <li>1. Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.</li> <li>2. Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.</li> <li>3. Analyze how medical and technological advances impact personal fitness.</li> <li>4. Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.</li> <li>5. Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.</li> </ol> |                         |

6. Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.
7. Analyze the social, emotional, and health benefits of selected physical experiences.
8. Determine to what extent various activities improve skill-related fitness versus health-related fitness.
9. Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.
10. Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.
11. Relate physical activity, healthy eating, and body composition to personal fitness and health.
12. Explain and apply the training principles of frequency, intensity, time and type (FITT) to improve personal fitness.
13. Evaluate the short and long term effects of anabolic steroids and other performance-enhancing substances on personal health.

#### **Suggested Vocabulary for Improving Literacy:**

body systems (6)  
acute exercise versus regular exercise  
body composition  
health related components (5)  
skill related components (6)  
body systems (6)  
health behaviors  
body composition  
heredity  
training

#### **Suggested Activities:**

##### ***By the end of grade six:***

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

##### ***By the end of grade seven:***

Activities related to:

Activities that involve use of different body systems.

Activities that promote the benefits of regular physical activity.

Activities related to physical fitness:

- District Jog Test

- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

***By the end of grade eight:***

Activities related to:

Activities that involve use of different body systems.

Activities that promote the benefits of regular physical activity.

Activities related to physical fitness:

- District Jog Test
- Abdominal Curls
- Pushups
- V- Sit and Reach
- Shuttle Run

**Curriculum Integration:**

Mathematics Data Analysis, Probability and Discrete Mathematics

Mathematics Mathematical Process

Science Scientific Process

Science Nature and Process of Technology

Science Characteristics of Life

Science Physics

**Suggested Resources:**

Action for Health Kids – [www.actionforhealthykids.org](http://www.actionforhealthykids.org)

Alliance for a Healthier Generation – [www.healthiergeneration.org](http://www.healthiergeneration.org)

American Alliance for Health, Physical Education, Recreation and Dance – [www.aahperd.org](http://www.aahperd.org)

American Heart Association – [www.americanheart.org](http://www.americanheart.org)

American Red Cross – [www.redcross.org](http://www.redcross.org)

Body and Mind – [www.bam.gov/](http://www.bam.gov/)

Center for Disease Control (CDC) – [www.cdc.gov](http://www.cdc.gov)

Comprehensive Health Education Foundation (C.H.E.F.) – [www.chef.org](http://www.chef.org)

Coordinated Approach to Child Health (C.A.T.C.H.) – [www.flaghouse.com](http://www.flaghouse.com)

Dance Dance Revolution – [www.ddrgame.com](http://www.ddrgame.com)

Education World – [www.educationalworld.com](http://www.educationalworld.com)

Flaghouse Sporting Goods – [www.flaghouse.com](http://www.flaghouse.com)

Food Guide – [www.MyPyramid.gov](http://www.MyPyramid.gov)

Games Kids Play – [www.gameskidsplay.net/](http://www.gameskidsplay.net/)

Great Activities Newspaper – [www.greatactivities.net](http://www.greatactivities.net)

Health Teacher Lessons – [www.healthteacher.com](http://www.healthteacher.com)

Healthy School Playgrounds – [www.peacefulplaygrounds.com](http://www.peacefulplaygrounds.com)

Howell Destiny

Human Kinetics – [www.humankinetics.com](http://www.humankinetics.com)

Inspiration/Kidspiration – [www.inspiration.com](http://www.inspiration.com)  
KaBOOM – [www.kaboom.org](http://www.kaboom.org)  
New Jersey Association for Health, Physical Education, Recreation and Dance -  
[www.njahperd.org](http://www.njahperd.org)  
New Jersey Department of Education – [www.state.nj.us/education](http://www.state.nj.us/education)  
PE Central – [www.pecentral.org](http://www.pecentral.org); [www.pelogit.org](http://www.pelogit.org)  
Project A.C.E.S. (All Children Exercising Simultaneously) – [www.projectaces.com](http://www.projectaces.com)  
Project USE – [www.projectadventure.com](http://www.projectadventure.com)  
Small Steps Nutritional Plans – [www.smallstep.gov](http://www.smallstep.gov)  
Sports, Play and Active Recreation for Kids (S.P.A.R.K.) – [www.sportime.com](http://www.sportime.com)  
Team Nutrition – [www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)  
Teen Health – [www.teenhealth.org](http://www.teenhealth.org)  
The President's Council on Physical Fitness and Sport – [www.presidentschallenge.org](http://www.presidentschallenge.org)  
[www.fitness.gov](http://www.fitness.gov)  
United Streaming – [www.unitedstreaming.com](http://www.unitedstreaming.com)  
US Department of Health and Human Services – [www.HHS.gov](http://www.HHS.gov)

### **Suggested Assessments:**

Teacher Observation  
Activity Checklist  
Activity Benchmarks  
Tests/Quizzes – Verbal and Written  
Skill Performance  
Group Performance  
Team Performance  
Individual Performance  
Monthly Marathon Run  
PE Challenge Tasks  
President's Fitness Challenge  
Class Preparation  
Jogging Test  
Heart Rate Monitors  
Pedometers  
District Fitness Program  
Direct Observational Measures  
Self Report Instruction



|  |
|--|
| <b>Standard:</b> 2.2 Physical Wellness   |
| <b>Disciplinary Concept:</b> Nutrition   |
| <b>Core Idea:</b> <ul style="list-style-type: none"> <li>Many factors can influence an individual's choices when selecting a balanced meal plan, which can affect nutritional wellness.</li> </ul>   |
| <b>Performance Expectations:</b> <ul style="list-style-type: none"> <li>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</li> <li>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</li> <li>2.2.8.N.3: Design sample nutritional plans for families with different lifestyles, resources, special needs, and cultural backgrounds; then consider the similarities and differences among the plans.</li> <li>2.2.8.N.4: Assess personal nutritional health and consider opportunities to improve health and performance (e.g., sports drinks, supplements, balanced nutrition).</li> </ul> |

|   |
|---|
| <b>Big Idea:</b> Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.  |
| <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>What makes a food healthy?</li> <li>How do you determine appropriate portion sizes?</li> </ol>   |
| <b>Instructional Objectives:</b><br><i>Students will be able to...</i> <ol style="list-style-type: none"> <li>Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.</li> <li>Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.</li> <li>Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.</li> <li>Analyze the nutritional values of new products and supplements.</li> <li>Determine factors that influence food choices and eating patterns.</li> <li>Summarize the benefits and risks associated with nutritional choices, based on eating patterns.</li> <li>Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.</li> <li>Compare and contrast nutritional information on similar food products in order to make informed choices.</li> </ol> |
| <b>Topics:</b><br><br>Nutritional Choices<br>Your Body Image<br>Current Health  |

**Suggested Activities:*****By the end of grade six:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities (pearsonsuccess.net)  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

***By the end of grades seven and eight:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities (health.glencoe.com)  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

**Suggested Curriculum Integration:**

Language Arts:  
Read and respond to informational text  
Use glossary and index to locate information in text  
Vocabulary development  
Research Information  
Making Inferences  
Journal Writing  
Written response to lesson questions

Writing text to accompany projects  
Persuasive Writing

Math:

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Recognizing and describing changes in quantities

Understand the everyday objects have a variety of attributes

Problem Solving

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Science:

Food Pyramid

### **Suggested Resources:**

[unitedstreaming.com](http://unitedstreaming.com)

Movies

General Internet Resources

Pearson Health Textbook 2014

[pearsonsuccessnet.com](http://pearsonsuccessnet.com)

### **Suggested Assessments:**

Lesson/ Chapter reviews

Assessment Masters & Practice Masters

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects

Web Quests

Pictorial prompts/responses

Verbal/Written responses

Problem-based Learning Projects

Internet activities

Open-ended responses

Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning  
Questioning Prompts

**STANDARD 2.3 (Safety)**  
**Grades 6-8**

| <b>BY THE END OF GRADE 8:</b> |  |  |
|-------------------------------|--|--|
| <b>Disciplinary Concept</b>   | <b>Core Idea</b>   | <b>Performance Expectations</b>  |
| <b>Personal Safety</b>        | <p>Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.</p> <p>Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.</p> <p>Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.</p> | <ul style="list-style-type: none"> <li>● 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).</li> <li>● 2.3.8.PS.2: Define sexual consent and sexual agency.</li> <li>● 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).</li> <li>● 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.</li> <li>● 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).</li> <li>● 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).</li> <li>● 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).</li> </ul> |

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| <b>Health Conditions, Diseases and Medicines</b> | <p>Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.</p> <p>The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.</p> | <ul style="list-style-type: none"> <li>● 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.</li> <li>● 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.</li> <li>● 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).</li> <li>● 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).</li> <li>● 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.</li> <li>● 2.3.8.HCDM.6: Explain how the immune system fights disease.</li> <li>● 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine use promote health-enhancing behaviors.</li> </ul> |
| <b>Alcohol, Tobacco and other Drugs</b>          | <p>The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.</p>  | <ul style="list-style-type: none"> <li>● 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.</li> <li>● 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.</li> <li>● 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.</li> <li>● 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.</li> <li>● 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.</li> </ul>  |

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|--|---|--|
| <b>Dependency, Substances Disorder and Treatment</b> | <p>A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.</p> <p>The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.</p> | <ul style="list-style-type: none"> <li>● 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.</li> <li>● 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.</li> <li>● 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.</li> <li>● 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.</li> <li>● 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.</li> </ul> |
|--|---|--|

**Standard:** 2.3 Safety

**Disciplinary Concept:** Personal Safety

**Core Idea:**

- Awareness of potential risks factors and knowledge of strategies to evaluate choices and potential consequences can help to reduce negative impacts when confronted with difficult or unsafe situations.
- Individuals may experience interpersonal and/or sexual violence for a variety of reasons, but the victim is never to blame.
- Technology can impact the capacity of individuals to develop and maintain healthy behaviors and interpersonal relationships.

**Performance Expectations:**

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.2: Define sexual consent and sexual agency.
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

**Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

1. What is the difference between healthy and unhealthy risks?
2. Why do we sometimes take risks that can cause harm to ourselves or others?

**Instructional Objectives:**

*Students will be able to...*

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. Describe effective personal protection strategies used in public places and what to do when one's safety is compromised.



3. Analyze the causes and the consequences of noncompliance with the traffic safety system.
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.
5. Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
6. Explain what to do if abuse is suspected or occurs.
7. Summarize the components of the traffic safety system and explain how people contribute to making the system effective.
8. Assess when to use basic first-aid procedures.

**Topics:**

Refusal Skills  
First Aid / CPR / Safety  
Abuse  
Internet Safety

**Suggested Activities:*****By the end of grade six:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities (health.glencoe.com)  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets  
Role Playing  
Lockdown Drills  
Fire Drills

***By the end of grades seven and eight:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles

Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities ([health.glencoe.com](http://health.glencoe.com))  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets  
Role Playing  
Lockdown Drills  
Fire Drills

**Suggested Curriculum Integration:**

Language Arts:  
Read and respond to informational text  
Use glossary and index to locate information in text  
Vocabulary development  
Research Information  
Making Inferences  
Journal Writing  
Written response to lesson questions  
Writing text to accompany projects

Math:  
Read and interpret graphs & charts  
Collect and organize data  
Represent and classify data according to attributes (Venn Diagrams)  
Recognizing and describing changes in quantities

Technology:  
Multimedia presentations  
Research health topics specific to chapter using internet sources

Science:  
Animal Bites and Stings

Social Studies:  
Community Resources

**Suggested Resources:**

[unitedstreaming.com](http://unitedstreaming.com)  
Movies

General Internet Resources  
Pearson Health Textbook 2014  
pearsonsuccessnet.com

**Suggested Assessments:**

Lesson/ Chapter reviews  
Assessment Masters & Practice Masters  
Teacher made rubrics  
Chapter Tests  
Projects  
Class work  
Performance in group and individual hands-on activities  
Oral presentations  
Multimedia Presentations  
Research Projects  
Web Quests  
Pictorial prompts/responses  
Verbal/Written responses  
Problem-based Learning Projects  
Internet activities  
Open-ended responses  
Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning  
Questioning Prompts

**Standard:** 2.3 Safety

**Disciplinary Concept:** Health Conditions, Diseases and Medicines

**Core Idea:**

- Diseases can be contracted from a variety of sources and choices individuals make may contribute to or prevent a person from being susceptible to a disease or health condition.
- The degree to which an individual is impacted by a health condition or disease can be affected by their immune system and treatment strategies.

**Performance Expectations:**

- 2.3.8.HCDM.1: Justify how the use of universal precautions, sanitation and waste disposal, proper food handling and storage, and environmental controls can prevent diseases and health conditions.
- 2.3.8.HCDM.2: Determine the role of genetics in being susceptible to disease and health conditions and identify the types of behavior that might reduce the risk factors.

- 2.3.8.HCDM.3: Describe behaviors which may contribute to or prevent a person from being susceptible to disease and illness (e.g., cardiovascular, stroke, hepatitis, sexually transmitted infections (STIs), HIV/AIDS, breast cancer, HPV, testicular cancer).
- 2.3.8.HCDM.4: Describe the signs, symptoms, and potential impacts of STIs (including HIV).
- 2.3.8.HCDM.5: Compare and contrast behaviors, including abstinence, to determine the potential risk of pregnancy and/or STIs (including HIV) transmission.
- 2.3.8.HCDM.6: Explain how the immune system fights disease.
- 2.3.8.HCDM.7: Explain how certain methods of disease prevention, treatment strategies, and appropriate medicine promote health-enhancing behaviors.

**Big Idea:** Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

**Essential Questions:**

1. To what extent can we keep ourselves disease free?

**Instructional Objectives:**

*Students will be able to...*

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. Analyze local, state, national, and international public health efforts to prevent and control diseases and health conditions.
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 wellbeing.
4. Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
5. Determine the impact of public health strategies in preventing diseases and health conditions.
6. Compare and contrast common mental illnesses (such as depression, anxiety and panic disorders, and phobias) and ways to detect and treat them.

**Topics:**

Current Health  
 Communicable Diseases (including STD's, HIV/AIDS)  
 Mental Health and Disorders  
 Cancer  
 Health Care Costs  
 Communicable and Non-communicable Diseases  
 Public Health  
 Current Health

**Suggested Activities:*****By the end of grade six:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities (pearsonsuccess.net)  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

***By the end of grades seven and eight:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities (health.glencoe.com)  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

**Suggested Curriculum Integration:**

Language Arts:  
Read and respond to informational text  
Use glossary and index to locate information in text  
Vocabulary development  
Research Information  
Making Inferences  
Journal Writing  
Written response to lesson questions

Writing text to accompany projects

Math:

Read and interpret graphs & charts

Collect and organize data

Represent and classify data according to attributes (Venn Diagrams)

Recognizing and describing changes in quantities

Technology:

Multimedia presentations

Research health topics specific to chapter using internet sources

Social Studies:

Cultural Contributions of scientists

Comparing Global Immunization Programs

Red Cross

CDC

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**Suggested Resources:**

[unitedstreaming.com](http://unitedstreaming.com)

Movies

General Internet Resources

Pearson Health Textbook 2014

[pearsonsuccessnet.com](http://pearsonsuccessnet.com)

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**Suggested Assessments:**

Lesson/ Chapter reviews

Assessment Masters & Practice Masters

Teacher made rubrics

Chapter Tests

Projects

Class work

Performance in group and individual hands-on activities

Oral presentations

Multimedia Presentations

Research Projects

Web Quests

Pictorial prompts/responses

Verbal/Written responses

Problem-based Learning Projects

Internet activities

Open-ended responses

Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning Questioning Prompts

**Standard:** 2.3 Safety

**Disciplinary Concept:** Alcohol, Tobacco and other Drugs

**Core Idea:**

- The use of alcohol, tobacco (including ecigarettes, vaping), and other drugs (including cannabis products) can result in social, emotional, and physical harm to oneself and others.

**Performance Expectations:**

- 2.3.8.ATD.1: Examine how the use of alcohol, tobacco, and other drugs by adolescents has impacted their lives and the lives of family members socially, emotionally, and physically.
- 2.3.8.ATD.2: Relate the use of alcohol and other drugs to decision-making, consent, and risk for sexual assault and abuse.
- 2.3.8.ATD.3: Determine the factors that contribute to different rules, laws, and policies in schools, communities, and states regarding alcohol, tobacco (including e-cigarettes, vaping, cannabis products), and other drugs.
- 2.3.8.ATD.4: Explain the impact of alcohol and other drugs on areas of the brain that control vision, sleep, coordination, reaction time, judgment, and memory.
- 2.3.8.ATD.5: Analyze how the influence of peers and different social settings (e.g., home, school, party) can result in positive and/or negative outcomes.

**Big Idea:** Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

**Essential Questions:**

1. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects?
2. How do I make the "right" decisions in the face of peer, media and other pressures?

**Instructional Objectives:**

*Students will be able to...*

1. Compare and contrast the physical and behavioral effects of commonly abused substances by adolescents.
2. Predict the legal and financial consequences of the use, sale, and possession of illegal substances.
3. Analyze the effects of all types of tobacco use on the aging process.
4. Compare and contrast smoking laws in New Jersey with other states and countries.
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.

6. Relate the use of alcohol and other drugs to decision-making and risk for sexual assault, pregnancy, and STI's.
7. Explain the impact of inhalant use and abuse on social, emotional, mental, and physical wellness.
8. Analyze health risks associated with injected drug use.
9. Explain the system of drug classification and why it is useful in preventing substance abuse.
10. Relate tobacco use and the incidence of disease.
11. Compare the effects of laws, policies, and procedures on smokers and nonsmokers.
12. 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 on one's health.
13. Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
14. Summarize the signs and symptoms of inhalant abuse.
15. Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.

**Topics:**

Alcohol and Tobacco (Health Risks)  
 Fetal Alcohol Syndrome  
 Community Health  
 Addiction  
 Costs to Society  
 Treatment Centers  
 Help Agencies  
 Media Influences  
 Tobacco Use in Relation to Diseases  
 Health Risks of Drugs and Alcohol  
 Legal and Financial Consequences  
 Drug Addiction

**Suggested Activities:**

***By the end of grade six:***

Topic Vocabulary  
 Health Inventory  
 E-flashcards  
 Foldables  
 Discussion of community resources  
 Examine media for different health articles  
 Expository writing  
 School nurse visit  
 Guest speakers  
 Online quizzes and activities (health.glencoe.com)  
 "Building Health Skills" activities  
 "Hands-on Health" activities  
 Group project  
 Topic related DVD/videos



Student Activities Workbook worksheets

**By the end of *grades seven and eight*:**

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities (health.glencoe.com)  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

**Suggested Curriculum Integration:**

Language Arts:  
Read and respond to informational text  
Use glossary and index to locate information in text  
Vocabulary development  
Research Information  
Making Inferences  
Journal Writing  
Written response to lesson questions  
Writing text to accompany projects  
  
Math:  
Read and interpret graphs & charts  
Collect and organize data  
Represent and classify data according to attributes (Venn Diagrams)  
  
Technology:  
Multimedia presentations  
Research health topics specific to chapter using internet sources  
Science:  
Basic Needs of human beings

**Suggested Resources:**

unitedstreaming.com  
Movies

General Internet Resources  
Pearson Health Textbook 2014  
pearsonsuccessnet.com

**Suggested Assessments:**

Lesson/Chapter reviews  
Assessment Masters & Practice Masters  
Teacher made rubrics  
Chapter Tests  
Projects  
Class work  
Performance in group and individual hands-on activities  
Oral presentations  
Multimedia Presentations  
Research Projects  
Web Quests  
Pictorial prompts/responses  
Verbal/Written responses  
Problem-based Learning Projects  
Internet activities  
Open-ended responses  
Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning  
Questioning Prompts

**Standard:** 2.3 Safety

**Disciplinary Concept:** Dependency, Substances Disorder and Treatment

**Core Idea:**

- A variety of factors can contribute to alcohol, tobacco, and drug disorders (e.g., mental health, genetics, environment) and a wide variety of treatment options are available depending on the needs of the individual.

- The use of alcohol and drugs can affect the social, emotional, and physical behaviors of individuals and their families.

**Performance Expectations:**

- 2.3.8.DSDT.1: Summarize the signs and symptoms of alcohol, tobacco, and drug disorders.
- 2.3.8.DSDT.2: Compare and contrast the various services that are available for individuals affected by substance disorders in the community and at the state level.
- 2.3.8.DSDT.3: Determine the impact that alcohol and drugs can have on an individual's social, emotional, and physical well-being.
- 2.3.8.DSDT.4: Examine how alcohol and drug disorders can impact the social, emotional, and physical lives of friends and family members.
- 2.3.8.DSDT.5: Compare and contrast the various services that are available for family members and others affected by substance disorders in the community and at the state level.

**Standard:** 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.**

**Strand:** 2.3.8 C DEPENDENCY ADDICTION AND TREATMENT

**Content Statement:** 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.

**Concept:** DEPENDENCY/ADDICTION AND TREATMENT

**Big Idea:** Knowledge about drugs and medicines informs decision making related to personal wellness and the wellness of others.

**Essential Questions:**

1. What are the factors that cause addiction?

**Instructional Objectives:**

*Students will be able to...*

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. Summarize intervention strategies that assist family and friends to cope with the impact of substance abuse.
3. Summarize the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction.
4. Explain how wellness is affected during the stages of drug dependency/addiction.
5. 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.

6. Determine effective strategies to stop using alcohol, tobacco and other drugs, and that support the ability to remain drug-free.

**Topics:**

Alcohol and Tobacco (Health Risks)  
Fetal Alcohol Syndrome  
Community Health  
Addiction  
Costs to Society  
Treatment Centers  
Help Agencies  
Media Influences  
Tobacco Use in Relation to Diseases  
Health Risks of Drugs and Alcohol  
Legal and Financial Consequences  
Drug Addiction

**Suggested Activities:**

***By the end of grade six:***

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Health Inventory  
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Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing  
School nurse visit  
Guest speakers  
Online quizzes and activities ([health.glencoe.com](http://health.glencoe.com))  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

***By the end of grades seven and eight:***

Topic Vocabulary  
Health Inventory  
E-flashcards  
Foldables  
Discussion of community resources  
Examine media for different health articles  
Expository writing

School nurse visit  
Guest speakers  
Online quizzes and activities (health.glencoe.com)  
“Building Health Skills” activities  
“Hands-on Health” activities  
Group project  
Topic related DVD/videos  
Student Activities Workbook worksheets

**Suggested Curriculum Integration:**

Language Arts:  
Read and respond to informational text  
Use glossary and index to locate information in text

Vocabulary development  
Research Information  
Making Inferences  
Journal Writing  
Written response to lesson questions  
Writing text to accompany projects

Math:  
Read and interpret graphs & charts  
Collect and organize data  
Represent and classify data according to attributes (Venn Diagrams)

Technology:  
Multimedia presentations  
Research health topics specific to chapter using internet sources

Science:  
Basic Needs of human beings

**Suggested Resources:**

unitedstreaming.com  
Movies  
General Internet Resources  
Pearson Health Textbook 2014  
Saavas Textbook

**Suggested Assessments:**

Lesson/Chapter reviews  
Assessment Masters & Practice Masters  
Teacher made rubrics  
Chapter Tests  
Projects  
Class work  
Performance in group and individual hands-on activities  
Oral presentations  
Multimedia Presentations  
Research Projects  
Web Quests  
Pictorial prompts/responses  
Verbal/Written responses  
Problem-based Learning Projects  
Internet activities  
Open-ended responses  
Students responses to questioning techniques using the levels of Bloom's Taxonomy/ Questioning  
Questioning Prompts

## **Glossary**

Balance involves keeping the different dimensions of wellness equal or in correct proportions.

Character refers to the mental and moral qualities distinctive to an individual.

Cisgender means a person whose gender assigned at birth (sometimes referred to as sex assigned at birth) matches their gender identity. For instance, if a person was assigned female at birth, and self-identifies as a woman or girl, that person is cisgender

Consent involves the use of words or overt actions by a person who is legally or functionally competent to give informed approval, indicating a freely given agreement to have sexual intercourse or sexual contact.

Coping Skills refers to cognitive and behavioral strategies that people use to deal with stressful situations or difficult demands, whether they are internal or external.

Dating violence includes controlling, abusive, and/or aggressive behavior within the context of a romantic and/or sexual relationship. It can include verbal, physical, sexual, emotional, economic, and/or psychological abuse, be perpetrated against someone of any gender, and happen in any relationship regardless of sexual orientation.

Domestic violence describes a pattern of abusive behavior in a relationship by one individual to gain or maintain control over another individual, if those individuals live in the same domestic setting. This may include verbal, physical, sexual, emotional, economic, and/or psychological abuse as well as control, intimidation, threats and/or stalking. It can happen to individuals who are married, living together, dating, or sexual or intimate partners, as well as to children and other family members, regardless of socio-economic background, race, age, sexual orientation, religion, gender, or gender identity.

Family structure describes the manner in which members of a family are interrelated and linked through blood, affinity, or co-residence. Family structures are diverse and can include but are not limited to biological parents, single parents, same-gender parents, adoptive parents, grandparent-headed households, stepparents, and foster parents. Families can be created in a number of ways, which include but are not limited to adoption, birth (including those resulting from assisted reproductive technology), and marriage.

FITT stands for the basic philosophy of what is necessary to gain a training effect from an exercise program.

The FITT acronym represents:

- Frequency – How often a person exercises
- Intensity – How hard a person exercises
- Time – How long a person exercises
- Type – What type of activity a person does when exercising

Additional training principles:

- Overload principle Is a training method designed of greater intensity (weight, time) than the participant is accustomed to.
- Progressive principle Is a training method that uses an optimal level of overload for an optimal amount of time. A gradual increase in overload over time will lead to increased wellness benefits.
- Specificity principle Is a training method used to produce a desired adaptation or training outcome for a specific body part or component of the body.

Gay is an umbrella term that means a person who is emotionally, spiritually, physically, and/or sexually attracted to those of the same gender.

Gender means a person's sex-related or gender-related characteristics, including one's gender identity, and has the same legal meaning as "sex."

Gender Assigned at Birth means the gender that someone was thought to be at birth, typically recorded on their original birth certificate. The gender someone was assigned at birth may or may not match their gender identity.

Gender Binary means a social system that constructs gender according to two discrete and opposing categories — male or female.

Gender Expression means a person's gender-related appearance and behavior, whether or not stereotypically associated with the person's assigned gender at birth. It is the manner in which a person represents or expresses their gender to others, such as through their behavior, clothing, hairstyles, activities, voice or mannerisms.

Gender Identity means a person's internal, deeply held knowledge of their own gender, regardless of the gender they were assigned at birth. All people have a gender identity, not just transgender people.

Gender Nonconforming means a person whose gender expression does not conform to traditional gender expectations. Not all gender nonconforming people identify as transgender. Health Is the overall condition of one being free from disease, illness, and injury.

Gender Transition means a process during which a person begins to live according to their gender identity, rather than the gender they were thought to be at birth. Gender transition looks different for every person. Possible steps in a gender transition may or may not include changing one's



clothing, appearance, and name, and in some cases, changing identification documents or undergoing medical treatments. The steps each person takes depends on their individual needs and access to resources.

Intersex means a person whose sex characteristics may not fit medical definitions of male and female. These characteristics may include, but are not necessarily limited to, internal reproductive organs, external genitalia, and sex chromosomes.

Health Data is data that may be comprised of height/weight, BMI, diet, nutrition, health conditions, and physical activity that may be used to help improve a student's mental, physical and social wellness.

Health Literacy is the ability of individuals to obtain, process, and understand basic health information and services needed to make appropriate health decisions. (Shape America, 2017)

Health-related fitness incorporates the five major components of fitness related to improved health:

1. *Cardio-respiratory endurance* is the ability of the blood vessels, heart, and lungs to take in, transport, and utilize oxygen. This is a critically important component of fitness because it impacts other components of fitness and decreases the risk of cardiovascular diseases.
2. *Muscular strength* is the maximum amount of force a muscle or muscle group can exert.
3. *Muscular endurance* is the length of time a muscle or muscle group can exert force prior to fatigue.
4. *Flexibility* refers to the range of motion in the joints.
5. *Body composition* shows the amount of fat versus lean mass (bone, muscle, connective tissue, and fluids). While some fat is essential for insulation and providing energy, too much fat can cause serious health problems.

HIV (Human Immunodeficiency Virus) is a virus that, if left untreated, can weaken a person's immune system so that the person cannot fight off many everyday infections. HIV can be transmitted through exposure to the blood, semen, vaginal fluid, or breast milk of a person living with HIV. HIV medicine (called antiretroviral therapy or ART) can make the viral load of the person living with HIV so low that a test cannot detect it (called an undetectable viral load). When "undetectable status" is achieved and sustained, HIV becomes untransmittable. HIV, if left untreated, may lead to AIDS.

Injuries which are classified as intentional injuries arise from purposeful action (e.g., violence and suicide). Whereas, unintentional injuries are injuries arising from unintentional events (e.g., motor vehicle crashes and fires).

Lesbian means a person who identifies as a woman or girl and is emotionally, spiritually, physically, and/or sexually attracted primarily to members of the same gender.

LGBTQI is an acronym that stands for lesbian, gay, bisexual, transgender, questioning and intersex. The Q may also stand for queer.

Movement skills encompass locomotor, non-locomotor, and manipulative movement:

1. *Locomotor movement* occurs when an individual moves from one place to another or projects the body upward (e.g., walking, jumping, skipping, galloping, hopping, leaping, jumping, sliding, running).
2. *Non-locomotor movement* occurs when an individual moves in self-space without appreciable movement from place to place (e.g., twisting, bending, stretching, curling).
3. *Manipulative movement* occurs when an individual controls a variety of objects with different body parts (e.g., throwing, catching, kicking, striking, dribbling, volleying).

Non-Binary is a term that is often used by people whose gender is not exclusively male or female, including those who identify with a gender other than male or female, with more than one gender, or with no gender at all. People whose gender is neither male nor female may use other terms to describe themselves, such as gender fluid, agender, bigender, or gender expansive.

Queer is a term that, while once pejorative, is increasingly used by members of the LGBTQI community as a broad umbrella under which sexual and gender minorities may identify.

Questioning is a term some people use when they are in the process of exploring their sexual orientation or gender identity.

PEP (Post-Exposure Prophylaxis) refers to a medication prescribed to a person who has been potentially exposed to HIV that may prevent them from acquiring the virus. Treatment must be taken within 72 hours.

Personal assets refer to individual strengths and weaknesses regarding personal growth.

PrEP (Pre-Exposure Prophylaxis) refers to the daily medication that people who are HIV negative and at high risk for HIV may take to prevent acquiring the virus.

Protective factors refer to the skills, strengths, and resources that help individuals deal more effectively with stressful situations.

Resiliency is the ability to overcome the negative effects of risk exposure.

Sexuality refers to the components of a person that include their biological sex, sexual orientation, gender identity, sexual practices, sexual fantasies, attitudes and values related to sex. Sexuality describes how one experiences and expresses one's self as a sexual being. It begins to develop at birth and continues over the course of one's lifetime.

Sexual Orientation means a person's romantic or sexual attraction to people of another and/or the same gender. Common terms used to describe sexual orientation include, but are not limited to, straight, lesbian, gay, bisexual, and asexual. Sexual orientation and gender identity are different: gender identity refers to one's internal knowledge of their gender, while sexual orientation refers to whom one is attracted to.

Sexually transmitted infection (STI), also known as sexually transmitted disease (STD), is an illness that has a significant probability of transmission between humans or animals by means of sexual contact, including vaginal intercourse, oral sex, and anal sex.

Skill-related fitness refers to components of physical fitness that contribute to the ability to successfully participate in sports:

1. *Agility* is the ability to rapidly and accurately change the direction of the whole body while moving in space.
2. *Balance* is the ability to maintain equilibrium while stationary or moving.
3. *Coordination* is the ability to use the senses and body parts in order to perform motor tasks smoothly and accurately.
4. *Power* is the amount of force a muscle can exert over time.
5. *Reaction time* is the ability to respond quickly to stimuli.
6. *Speed* is the amount of time it takes the body to perform specific tasks while moving.

Traffic safety system refers to the concept of traffic (moving people safely and efficiently), the specific components of the traffic safety system (e.g., laws, safety, signs, travel modes, routes, and responsibilities), and the people who are part of the traffic safety system (e.g., walkers, bicyclists, police, and automobile, bus, and train operators).

Transgender is an umbrella term for people whose gender identity and/or expression is different from cultural expectations based on the gender they were assigned at birth. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual, etc. This term is an adjective. Using this term as a verb (i.e., transgendered) or noun (i.e., transgenders) is offensive and should be avoided.

Transgender Man is a term for a transgender person who identifies as a man.

Transgender Woman is a term for a transgender person who identifies as a woman.

Wellness is a positive state of well-being in which a person makes decisions that lead to a healthy and physically active lifestyle. This includes an understanding of the healthy mind, body, and spirit.



# HOWELL

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**Assessments & Evaluations**

A variety of assessment procedures will be used to evaluate student progress in Comprehensive Health and Physical Education. Some of these measures may include:

- **Teacher Assessments**
  - Formal
  - Portfolios
  - Projects
  - Performance Assessments
  - Checklists
  - Informal
  - Oral Communication
  - Class Performance
  - Teacher-made rubrics
  - Field Day Activities
- **Written/Oral/Performances/Assessments**
  - Pre/Post Assessments (fitness testing/skill testing)
  - Chapter Quizzes
  - Chapter Tests
  - Unit Test
  - Homework Assignments
  - Journal Writing
  - Skill Tests
  - Pictorial Prompts Responses
- **Benchmark Assessments**
  - Projects
  - Multi-Media Presentations
  - Research Projects
  - Monthly Marathon Run (Elementary Level)
  - Traditional Fitness Assessments (Elementary and Middle Level)
- **Technology**
  - Internet Activities
  - Web Based Programs
  - Multi-Media Presentations using PowerPoint
- **Alternate Assessments**
  - Team Teaching
  - Parallel Teaching provided to students with special needs



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## Appendix



NJ Golf  
Foundation

# ***Golf in Schools Program***

Proudly Supported by the:



**PGA**

New Jersey Section

## **History - Golf in Schools Program**

The New Jersey Section's Golf in Schools program was created in 1999. Lakewood Middle School and Jefferson Township Elementary School were the first two schools that participated. The program consisted of Section staff members and local golf professionals that brought clubs, mats and limited flight golf balls to the schools and taught students during their normal physical education classes. One of the initial hurdles of the program was finding equipment that was child friendly. Most of the clubs we cut down were still too large and heavy for children ages 8-12 and we were afraid the students couldn't execute the basic fundamentals so we searched for a better solution.

In 2005, after the creation of the NJ Golf Foundation, we wanted to enhance the program even further. In November of 2006 we were contacted by the public school system of Elizabeth and asked to start a pilot program in their school system. Our Golf in Schools team went to two of their schools and we are currently working on a program that will include all 24 of their public K-8 schools.

In February 2008 Section staff and a PGA Professional went to a Professional Development Day for the Plainfield Public School System. They brought the SNAG equipment and taught 12 physical education teachers from all 10 of the districts elementary schools. Due to the recent creation of a First Tee Chapter at Plainfield West 9 Golf Club, the First Tee National School Program is also working with the Plainfield Public School System.

### **SNAG**

In 2002 at the annual PGA Merchandise Show we came across a company called SNAG Golf. SNAG stands for **Starting New At Golf**. SNAG Golf equipment offers teachers the opportunity to meet many of the standards set by the National Association of Sport and Physical Education (NASPE). The SNAG equipment is so child friendly and easy to use the Section purchased multiple SNAG Coaching Kits. In the spring of 2002 we revamped our Golf in Schools Program and started to contact the school administrators to set up a PGA – Golf in School Day for each school. We brought in the SNAG equipment and taught the teachers and the students how to use it during physical education classes in the gymnasium.

### **Almostgolf**

Almostgolf is a company that came about in 2001 when Rob Peterson held a golf tournament played through the campus of Loyola Marymount University in Los Angeles. It was played with a blown plastic practice ball that was injected with foam insulation and dipped in tool handle rubber. In early 2005 the company launched manufacturing and marketing of the first true performance, off-course, neighborhood safe, ball in golf. The Point3 golf ball is perfectly balanced for true spin, trajectory and accuracy. The Point3 golf ball travels approximately one-third the distance of a normal golf ball so it's perfect for backyard practice. The New Jersey PGA has used almostgolf's point3 ball since 2006. The Section and Foundation have experienced great success with the ball in a variety of their initiatives; Play Golf America days, corporate clinics and Golf in Schools programs.



## **Life Lessons**

As these important skills are practiced throughout our lives it allows us to protect our individual rights while taking responsibility for our own actions. It is also imperative that children are taught these skills so that they can discover how each lesson can be implemented in a variety of day-to-day circumstances. The primary goal of this section is to empower your students to learn and implement the necessary life skills so they can grow into responsible and emotional healthy adults.

**Honesty** - Golf is a game of honor and integrity. You are responsible for your own actions and behavior. Unlike other sports, golf has no referee and you are responsible for calling penalties on yourself. Just like in the classroom or at work, in the game of golf no one wants to be associated with someone who cheats or deliberately tries to deceive someone.

**Respect** – It is always important to show respect for yourself, your opponent and the golf course as well as for the traditions and rules of the game.

**Courtesy** – A round of golf should begin and end with a handshake with everyone in your group. Show courtesy while playing by remaining still and quiet when others in the group are playing their shots.

**Responsibility** – You are responsible for your actions on the golf course and while you are visiting the facility. It is up to you to repair divots, rake bunkers and repair ball marks on the green. In fact, when you are on the putting green you should always fix your ball mark and try to find another one to fix that was left by someone in another group.

**Setting Goals** – Whether you are practicing or playing a round of golf, you should set goals. Identify specific goals for the day and make sure you take the proper steps to achieve those goals. Examples: trying to shoot a certain score, trying to hit a club a certain distance or trying to make a certain amount of putts from a target distance before moving to a further distance.

**Obtaining Help** – Although golf has strict rules about asking for help while playing on the course, you should never be afraid to ask for help in other situations; while working on homework, resolving an argument between classmates, being a friend to someone who is mentally or physically suffering or by dialing 911 in case of an emergency. Lead students through the proper steps to obtaining the right kind of help when needed.

**Managing Stress** – Everyone deals with stress differently and people feel stress when unpleasant things occur. Stressful situations may include, doing poorly on a test, being late for school or a meeting and hitting a poor golf shot. Those that cope well with stress usually remain calm and relaxed, do not try to control others and accepts others differences. Those that lack the proper coping skills are easily frustrated, nervous and are critical of others. Coping with stress is a skill that must be learned and practiced in order to reduce stress in our lives.

## **Terminology**

The United States Golf Association (USGA) has served as the national governing body of golf for the U.S., its territories and Mexico since its formation in 1894. The USGA headquarters and museum is home to the world's premier collection of golf artifacts and memorabilia and is located in Far Hills, New Jersey. The Association sponsors a variety of programs that benefit everyone who plays the game, from conducting 13 national championships each year, to writing and interpreting the Rules of Golf, to funding turf grass and course maintenance practices, to supporting grassroots programs through its "For the Good of the Game" initiative. When learning a new sport you should try and become familiar with terms or phrases that are specific to that sport. Listed below are some terms and phrases that will make your transition into golf easier. For a more detailed description of golf definitions and terminology please visit the United States Golf Association's website at [www.usga.org](http://www.usga.org). Thanks to the work of the USGA and the Royal and Ancient or (R&A) the game of golf is played throughout the world by a set of universal rules.

**Address the Ball** – A player has addressed the ball when he has taken his stance and has also grounded his club, except that in a hazard a player has addressed the ball when he has taken his stance.

**Advice** – Any counsel or suggestion that could influence a player in determining his play, the choice of a club or the method of making a stroke.

**Birdie** – One stroke better than the intended par for the hole.

**Bunker** – A bunker is a hazard consisting of a prepared area of ground, often a hollow, from which turf or soil has been removed and replaced with sand.

**Caddie** – A person who assists the player in accordance with the rules, which may include carrying or handling the player's clubs during play.

**Course** - The entire area where play is permitted. Areas bordering the course that are out of bounds are not considered part of the course.

**Drive** – A shot played from the teeing ground that is usually played with a wood and is intended to travel a long distance.

**Eagle** – Two strokes better than the intended par for the hole.

**Fellow Competitor** – Any player with whom the competitor plays. Neither is the partner of the other.

**Flagstick** – A pole with a flag on it that is used to indicate where the hole on the green is located.

**Fore** – A loud warning cry to any person in the way of the ball once it has been hit.

**Hazard** – A term used to designate bunkers (sand traps) or water on the course.

**Hole-In-One** – A shot from the teeing ground, usually on a par 3, that goes into the hole.

**Honor** – The player who tees off first, determined by the lowest score on the previous hole.

**Line of Play** – The direction that the player wishes his ball to take after he makes a stroke.

**Loose Impediment** – A natural object that is no longer growing such as a leaf, twig or branch

**Match Play** – A form of play in which each hole counts as a separate contest. The winner is the player that wins the most holes.

**Par** – A numerical standard of scoring excellence per hole that is based on yardage and two putts on the green.

**Putt** – A shot played on the putting green with a putter with the intention of rolling the ball into the hole.

**Putting Green** – All ground of the hole being played that is specifically prepared for putting. It is usually the shortest cut grass on the course.

**Rough** – The area of long grass that adjoins the fairways, greens and tees.

**Stance** – When a player places his feet in position to play his next shot.

**Stroke** – The forward movement of the club made with the intent to strike at or hit the ball.

**Stroke Play** – Format in which the total number of strokes for the round determines the winner.

**Target** – The spot or area to which the ball, after a stroke, is intended to land or roll to.

**Tee** – A device designed to raise the ball off the ground. You can only “tee” the ball up when starting a hole from the teeing ground.

**Teeing Ground** – The starting place for the hole being played.

## **Etiquette & Behavior on the Course**

**Safety** - Players should ensure that no one is standing close by or in a position to be hit by the club, the ball or any stones, pebbles or sticks when they make a stroke or practice swing. Players should not play until the group in front of them is out of range.

**Consideration for Other Players** – Always show consideration for other players on the course and do not disturb other players by moving, talking or making unnecessary noise. Make sure any electronic device (cell phone or I-Pod) is shut off before you begin your round. Players should not stand close to or directly behind the ball when a player is about to play a shot. On the putting green, players should not stand on another player's line of putt or cast a shadow over another player's line of putt.

**Pace of Play** – In order to play a round of golf at an acceptable pace you must keep up with the group in front of you. Always be ready to play when it is your turn. Have your golf bag or golf cart near you when you are about to play a shot so you don't waste time walking back and forth. When your group has finished the hole you should immediately leave the putting green and head to the next hole. Do not stand around the hole and try to record everyone's score. You can do this while walking or driving to the next hole.

If a player believes his ball may be lost or is out of bounds, to save time, he should play a provisional ball. Everyone in the group should help look for a lost ball. Having multiple people search for a ball is not only courteous but it will speed up play. According to the rules a player has 5 minutes to find a lost ball. After 5 minutes, the ball, whether found or not, is considered lost and the player must proceed to the provisional ball that was put into play. If you are searching for a ball and the group behind you is waiting to play you should signal to them to play through your group.

**Take Care of the Course** – Before leaving a bunker, players should carefully fill up and smooth over all holes and footprints made by them. If a rake is within reasonable proximity of the bunker, before the player enters the bunker, the player should place the rake nearby. This will save time after the bunker shot and will make sure groups behind you are afforded the same playing conditions as your group.

Players should carefully repair any divots made by them and any damage to the putting green caused by the impact of a ball. Always repair the ball mark your ball made plus one more. Never place your bag on the putting green and try not to lean on your putter while on the green. When you remove the flagstick from the hole please be careful not to damage the hole. After the flagstick is removed you should place the flagstick on the green but not in anyone's line of putt. The flagstick should never be tossed or thrown and make sure you don't damage the hole when you place the flagstick back in the hole.

## Games

The following games can be played with both the SNAG and ALMOSTGOLF equipment. The only difference is that the ALMOSTGOLF equipment does not come with a numbered putting target (rollerama). You can replace the SNAG putting target with the ALMOSTGOLF inflatable ring target disk when applicable.

### Putting / Rolling Games

**Distance Putt / Role** – Create a long putting area between 30 & 40 feet. Set up a flagstick target at one end and have the players at the other end. Play closest to the target or fewest putts win. The students will get a feel for how hard they should hit a longer putt.

**32** – Set up the rollerama (horizontal putting target with numbers on it) about 10-12 feet away. The object is to roll as many times as necessary to score 32 without going over. If a student goes over 32, they must go back to 20 and try to score exactly 32.

**GOLF** – Like the basketball game “HORSE”, students choose spots from which to putt. If they hit the target the next person must attempt the same putt from the same spot. If they miss the target they get the letter “G”. This continues until someone has completed the word GOLF. The student who has the least amount of letters wins the game.

**Around the World** – Arrange cones or markers in a circle around the flagstick target. The distance between the cones and target varies with age, younger students closer and older students further away. Each student begins at an assigned cone or marker and attempts to hit the target. If they are successful they move to the next cone, continuing until they miss, at which point they stop and wait until their turn comes up again. Then the next student attempts to go as far as possible. The first student to go “around the world” is the winner

### Chipping / Pitching Games

**Lollipop (SNAG only)** – suspend a bulls eye target one to two feet above the ground (can be placed on a desk or chair). Students try and hit the target and the ball must stick to the target to be considered a successful shot. Choose a target number of balls and each ball counts as 1 point. The first student to hit the target number wins.

**Hoopsters** – Set a flagstick target about 20 feet away. Have one student hold a hula hoop about 3 feet away from the student who is hitting. The object is to chip the ball through the hoop and hit the target.

**Over the Top** – Set a target about 30 feet away. Place a cone or obstacle about 6 feet in front of the student who is hitting the shot. The object is to chip the ball over the cone and roll to the target. Students should not try to hit the target in the air. This is a drill for chipping or pitching, not full swing.

**Bocce** – Break the class into 2 or 3 groups. Place a target any distance and in any direction within the pre-defined area. Each team takes turns hitting a ball to the target and the player whose ball finishes closest to the target wins a point for the round. The team with the most points at the end of the round or has the most points after a certain time limit wins.

### **Full Swing / Launch Shots**

**500** – Have up to four students hitting balls into the air, one at a time. Have up to four more students spread out on the other end of the gymnasium and they must stay behind a designated line. Each ball that is caught in the air, without hitting a wall or any object in the gymnasium, (behind the line) is worth 100 points. Each ball that is caught as it rolls or bounces are worth 50 points. Once someone reaches 500 points they change places with the person who is catching. Once that team of two students each reaches 500 points they are declared the winners.

**Free Throw** – Break the class into teams. Place a target against the wall on one side of the gymnasium. Each team lines up at the opposite free throw line on the basketball court. Using the launching pad (SNAG) or the hitting mat (ALMOSTGOLF) the object is to hit the target. Once a team member hits the target, he or she is done and the next team member may attempt the shot. The first team to have everyone hit the target wins the game.

**Shuttle** – Divide the class in half and place one target at each end of the gymnasium. Half the class will start at one target and the other half at the other target. Each team will alternate hitting balls at the target at the other end of the gymnasium. Each time a target is hit that team gets a point. Once everyone has had a chance to hit the team with the highest number points wins the game.

### **Creating a Safe Environment**

Safety is the first and foremost consideration when implementing golf into a physical education curriculum. The following checklist may act as a guide for you to create your own learning environment:

1. Make sure the area in which the program will take place is free of other equipment that may be a hazard to the students.
2. Remind students that they should stop, look and listen when they hear a whistle or verbal instructions from you.
3. Keep noise to an appropriate level based on the activity
4. Remind students to respect the equipment. As an example, tap the floor with a club to indicate that if a student were to accidentally hit another classmate or themselves, they could be injured.
5. Students should be taught to notice their surroundings before swinging a golf club. Have a line or cone to indicate where students should stand when they are not participating in the drill. Only those students participating in the drill should have a club in their hands.
6. When it is time to clean up, students with clubs should be taught to hold the club by the “head” of the club and not the grip. Accidents are less likely to occur if the club is being held like a cane.
7. Students should always show good sportsmanship, follow rules, cooperate, be safe and have fun.

No amount of protocol and preparation will eliminate misconduct. Discuss with students a plan of action should they choose not to follow your rules. Below is an example of a graduated consequence system:

1. verbal warning
2. 5 minute time out
3. time out for remainder of class
4. visit to the principal and parent notification

## Lesson 1 – Posture, Grip & Alignment

### Grip

This is a step-by-step process of the proper grip. Bring up a few students to demonstrate the process as you explain each step. If a student doesn't know if he or she is a right or left handed golfer go with whatever side of the plate they bat from in baseball or softball. The illustrations below are examples of the 3 different grips that are taught to beginners. All show a right handed player gripping the club. Left handed players will follow the same directions using the opposite hand.



1. Place the club in your left hand with your thumb extended down the grip.
2. Now place your right hand on the club below your left hand but on top of your left thumb.
3. The grip should be held in the fingers and the palms of your hands should be facing each other.
4. The area on your right hand where your thumb and forefinger meet should make a “V” pointing directly at your right shoulder.
5. Hand or grip pressure should be distributed evenly between both hands.



### Posture / Stance

- The proper golf stance is very similar to other athletic ready positions.
- Have your feet shoulders width apart with your knees slightly bent.
- Tilt your upper body forward from your hips.
- Your weight should be spread evenly over both feet and your arms should hang naturally without tension.
- Maintaining your balance throughout the golf swing is paramount if you wish to generate maximum power and accuracy.
- Having a poor setup or posture will often cause you to make adjustments during your swing. Anytime you are forced to make an adjustment during your swing you are going to lose both distance and control. A common mistake for many golfers is locking their knees in place.
- This inhibits an athletic movement by locking the lower body into a stationary position. Your knees should remain slightly flexed throughout the golf swing.
- Keeping a slight flex in your knees ensures that your legs are going to be ready to make an athletic and balanced swing. The photo below illustrates proper stance and posture prior to starting the golf swing.



### Alignment

To make sure you're aiming at the intended target start by positioning yourself about 10 feet directly behind the ball, keeping the ball between yourself and the target. Pick a spot on the ground about 3 feet in front of the ball that is on line to the target, and use that spot as a reference for addressing the ball and aiming your clubface. The SNAG golf ball has an arrow on it to help with alignment. Make sure you point the arrow at the intended target before you start your swing. Other golf balls will have a logo or name of the company on the ball to use as a tool for alignment.

In practice, one of the most effective ways to train proper alignment is to place two clubs in a parallel position on the ground. Start by aiming the first club directly at the flag and another parallel to it, approximately where your feet would be. Laying clubs on the ground is also a great way to spot-check how you're doing. If you set up in what you think is the correct position and every once in a while lay down the clubs, you will catch poor habits before they become permanent.



### **Week #1 Lesson Plan: Posture, Grip, and Alignment (P.G.A.)**

**Safety:** Before you swing take a look around and make sure no one is standing near you.

**Equipment:** An iron per student, alignment rods, snag golf balls, real golf balls

**Set-up:** Create individual stations with 2 alignment rods in each. 1 alignment rod pointing to the target and 1 alignment rod parallel to the target rod.

**Introduction to the group** (2 min) - Explain the objectives of the day.

**Organize the group into formation** (3 min) - Make sure everyone is in their spot safely away from the other students. Use two rows with 8 feet between the rows and make each station 6 feet in width.

**Safety procedures during the class** (5 min) - Make sure they understand when and where they are allowed to swing. Before they swing be sure to look around and make sure no one is standing near them.

**Explanation of Grip** (10 min) - Bring up a few students to demonstrate the process as you explain each step. If a student doesn't know if he or she is a right or left handed golfer go with whatever side of the plate they bat from in baseball or softball. Place the club in your left hand with your thumb extended down the grip. Now place your right hand on the club below your left hand but on top of your left thumb. The grip should be held in the fingers and the palms of your hands should be facing each other. The area on your right hand where your thumb and forefinger meet should make a "V" pointing directly at

your right shoulder. Hand or grip pressure should be distributed evenly between both hands.

Group practice (10 min) - Make your way around to each of the students and check to see if they have their grip in proper position.

Posture / Stance (10 min) - The proper golf stance is very similar to other athletic ready positions. Feet are shoulder width apart with your knees slightly bent. Tilt your upper body forward from your hips. Your weight should be spread evenly over both feet and your arms should hang naturally without tension under your shoulders.

Group practice (10 min) - Make your way around to each of the students to check and see if their posture and stance is correct.

Alignment (10 min) - Explain the alignment rods and how 1 rod aims at the target and the other is so you can get your body posture set-up parallel to the target line. Start directly behind the ball keeping the ball between you and the target. Pick a spot 3 feet in front of the ball on the target line. This spot will allow you to align your club face to the target when you approach the ball. Aim the arrow on the snag ball at the spot you picked and to the target. Point your club face at the target in line with the arrow and spot. Your clubs scoring lines should be perpendicular to the target line at this point.

Group practice (15min) - Check the students as they practice coming from behind the ball and setting up to the target line.

Life Skills (10 min) - **Respect** - It is always important to show respect for yourself, your opponent and the golf course as well as for the traditions and the rules of the game.

**Courtesy** - A round of golf should begin and end with a handshake with everyone in your group. Show courtesy while playing by remaining still and quiet when others in group are playing their shots.

Wrap up class (10 min) - **Etiquette & Behavior**: Do not stand or walk directly behind someone that is practicing or attempting to hit a shot. **Take care of the course**: Before leaving a bunker, players should smooth over all holes and footprints by raking. Be sure to grab a rake before entering the bunker so you can immediately rake after hitting the shot. This will save time and afford players behind you the same playing conditions. Players should repair any divots and ball mark damage made to the green during impact. Always repair your ball mark and one other. Never place your bag or cart on the green and never lean on your putter while on the green.

## **Lesson II – Full Swing**

Now that you know how to grip the club, get into an athletic stance and know where you're aiming, we are going to get you to hit the ball at your intended target. The golf swing is a circular motion that is made up of two motions, one going away from the ball and the other going toward the ball. As you bring the club back your weight shifts to your back leg and as you start the down swing to hit the ball and follow through your weight shifts to your front leg. After impact you continue turning your body until you are facing your target. The heel of your back foot should be off the ground and your toes still touching the ground. From start to finish your feet are always touching the ground. This will help you maintain proper balance through the swing.



The above images show a frame by frame series of the entire golf swing. The top left photograph shows the player at address. The first picture in the 2nd row shows the play at the top of his backswing. The middle picture in the bottom row shows the player at impact and the last picture shows the player in the finished position. Notice how his feet stay in the same position throughout the swing until the last picture where his heel comes slightly off the ground.

## Week #2 Lesson Plan: Full Swing

- Safety:** If you hit a ball in the direction of people you should yell “fore” as loud as you can to warn the players. If you hear “fore” cover your head and duck.
- Equipment:** An iron or launcher per student, snag or almost golf targets, snag or almost golf balls, launching pad (SNAG), or the hitting mat (ALMOST GOLF).
- Set-up:** Place a target at the each end of the gymnasium and 1 launching pad or hitting mat at each end of the gymnasium (for Shuttle game), or place a target at one end of the gymnasium and launching pads or hitting mats at the other end (for Free throw game).

Introduction to the group (5 min) - Explain the objectives of the day.

Organize the group into formation (5 min) - Make sure everyone is in their spot safely away from the other students.

Safety procedures during the class (5 min) - Make sure they understand when and where they are allowed to swing. Before they swing be sure to look around and make sure no one is standing near them.

Explanation of the Full Swing (15 min) - Once you are in a good set-up position like we learned last week, you are going to make a circular motion around your body. This motion is divided into 2 parts, one going away from the target (Backswing) and one swinging toward the target (Follow through). Point out that our 2 arms and the club shaft make a capital “Y”. Have them turn that “Y” back keeping the butt end of the club in line with their belly button, at this point our back is facing the target with our weight balanced on our back foot. Then we hinge our wrist to make a capital “L” with the club shaft and our arm. Now we have created the part of the circular motion that is away from the target, or the backswing. The forward part of the circular motion (Follow Through) is started by transitioning the capital “L” back down to a capital “Y” at the ball. Once we get to the ball we pivot our back foot so that the capital “Y” and our body are facing the target. Finally, we end with our body facing the target with our hands up over our shoulder and the club behind our back.

Game (40 min) - **Shuttle** - Divide the class in half and place one target at each end of the gymnasium. Half the class will start at one target and the other half at the other target.

Each team will alternate hitting balls at the target at the other end of the gymnasium. Each time a target is hit that team gets a point. Once everyone has had a chance to hit the team with the highest number points wins the game. Free Throw - Break the class into teams. Place a target against the wall on one side of the gymnasium. Each team lines up at the opposite free throw line on the basketball court. Using the launching pad (SNAG) or the hitting mat (ALMOSTGOLF) the object is to hit the target. Once a team member

hits the target, he or she is done and the next team member may attempt the shot. The first team to have everyone hit the target wins the game.

Life Skills (10min) - **Honesty** - Golf is a game of honor and integrity. You are responsible for your own actions and behavior. Unlike other sports, golf has no referee and you are responsible for calling penalties on yourself. Just like in the classroom or at work, in the game of golf no one wants to be associated with someone who cheats or deliberately tries to deceive someone.

Responsibility - You are responsible for your actions on the golf course and while you are visiting the facility. It is up to you to repair divots, rake bunkers and repair ball marks on the green. In fact, when you are on the putting green you should always fix your ball mark and try to find another one to fix that was left by someone in another group.

Wrap Up (10min) - **Etiquette and Behavior**: Players should ensure that no one is standing close by or in a position to be hit by the club, the ball or any stones, pebbles or sticks when they make a stroke or practice swing. Players should not play until the group in front of them is out of range.

### **Lesson III – Chipping and Pitching**

**Chipping** – A chip shot is a shot that spends more time rolling along the ground than it does in the air. Your stance is slightly different than it is with a full swing. You should stand with your feet close together to where your heels are almost touching. The ball should be positioned farther back in your stance than a regular shot. You should also stand closer to the ball, almost like you are putting. Your hands should be pressed slightly forward, toward your target. This is a shot for accuracy, not power. Your back swing, when chipping, should never go more than waist high. The same can be said for the follow through.





There is very little weight shift or upper body movement with a chip shot. The majority of your weight (about 60%) should be on your front side, the side closest to the target. As you practice and get more comfortable with the chip shot try using different clubs from various distances.

**Pitching** – A pitch shot spends more time in the air than it does rolling along the ground. Pitching a golf ball usually requires the use of one of the three more lofted clubs in your bag: pitching wedge, sand wedge or lob wedge. You will use your normal full swing grip when you are pitching you just don't swing as hard. Keep the ball in the middle of your stance and drop your front foot back a few inches and open your front foot slightly toward the target. The majority of pitching is done around the greens where it is required to hit the ball over a bunker, water hazard or grass mound and land the ball softly on the green. When hitting a proper pitch shot you should feel as if the club is sweeping underneath the ball. Notice in the photo below how his left foot is slightly open and facing his target (the red flag).



### **Week #3 Lesson Plan: Chipping and Pitching**

- Safety: Immediately move to a safe location if you hear thunder or see lightening.
- Equipment: An iron per student, snag or almost golf targets, snag or almost golf balls, launching pad (snag), or the hitting mat (ALMOST GOLF), and cones.
- Set-up: Place a target at one side of the gym. Place a cone about 6 feet in front of each mat.

Introduction to the group (5 min) - Explain the objectives for the day.

Organize the group into formation (5 min) - Make sure everyone is in their spot safely away from the other students

Safety procedures during the class (5min) - Make sure they understand when and where they are allowed to swing. Before they swing be sure to look around and make sure no one is standing near them.

Explanation of the Chipping (15 min) - A chip shot is a shot that spends more time rolling along the ground than it does in the air. Your stance is slightly different than it is with a full swing. You should stand with your feet close together. The ball should be positioned in line with your back foot. You should also stand closer to the ball, almost like you are putting. Your hands should be pressed slightly forward, toward your target. This is a shot for accuracy, not power. Your back swing, when chipping, should never go more than waist high. The same can be said for the follow through. There isn't any wrist hinge. As you practice and get more comfortable with the chip shot, try using different clubs from various distances.

Group practice (10 min) - Make your way around to each of the students and check to see if they are getting the parts moving in balance.

Explanation of Pitching (5 min) - A pitch shot spends more time in the air than it does rolling along the ground. Pitching a golf ball usually requires the use of one of the three more lofted clubs in your bag: pitching wedge, sand wedge or lob wedge. Use your normal full swing grip when you are pitching. Keep the ball in the middle of your stance with your feet closer together. This motion is similar to our full swing, with less weight shift. We take our capital "Y" and turn it back to a capital "L" with your arm and the club. Your club should be vertical with your arm parallel to the ground. Your downswing is taking the capital "L" and returning it to capital "Y" by impact. Maintain the capital "Y" while turning our belly button back to the target. Our finish should have our club head pointing at the target with our arms extended.

Group practice (10 min) - Make your way around to each of the students and check to see if they are getting the parts moving in balance.



Game (20 min) - ***Over the Top*** - Set a target about 30 feet away. Place a cone or obstacle about 6 feet in front of the student who is hitting the shot. The object is to chip the ball over the cone and roll to the target. Students should not try to hit the target in the air. This is a drill for chipping or pitching, not full swing. ***Bocce*** - Break the class into 2 or 3 groups. Place a target any distance and in any direction within the pre-defined area. Each team takes turns hitting a ball to the target and the player whose ball finishes closest to the target wins a point for the round. The team with the most points at the end of the round or has the most points after a certain time limit wins.

Life Skills (10 min) - ***Setting Goals*** – Whether you are practicing or playing a round of golf, you should set goals. Identify specific goals for the day and make sure you take the proper steps to achieve those goals. Examples: trying to shoot a certain score, trying to hit a club a certain distance or trying to make a certain amount of putts from a target distance before moving to a further distance.

Wrap up class (5 min) - ***Etiquette & Behavior*** - Never talk during another player's swing. ***Consideration for Other Players*** - Always show consideration for other players on the course and do not disturb other players by moving, talking or making unnecessary noise. Make sure any electronic device (cell phone or I-Pod) is shut off before you begin your round. Players should not stand close to or directly behind the ball when a player is about to play a shot. On the putting green, players should not stand on another player's line of putt or cast a shadow over another player's line of putt.

## **Lesson IV – Putting**

Putting uses the slowest and softest of any of the golf swings. Putting is easy to comprehend if you view the ball as being rolled. The motion of putting is a simple backward and forward movement of the shoulders causing the arms and hands to move like a pendulum. Putting is often said to be the most important of all the swings because it is used the most. Putting usually takes place 1 – 3 times per hole, based on a player's ability.

Putting is the most unique and individualistic skill in golf. In Lesson I you learned about the three (3) basic grips in golf. Due to the myriad of designs, shapes and sizes of putters, each person has their own grip, stance and perception of which putter and putting stroke is best suited for them.

The putting green is the finishing point of every hole. On the putting green is where the hole or cup and flagstick are found. Grass on the putting green is very well manicured and cut very short to create a smooth surface. Although smooth, putting greens can have many mounds and slopes on them which will cause the golf ball to break either left or right and sometimes both. The mounds and slopes make the art of putting a difficult skill to master. Many of the highly skilled players will stand behind their ball, also called "reading the green", so they can survey the slope of the green to determine where they need to aim. The picture on the right shows a clear view of a putting green, hole or cup and flagstick.



If the ball is at a higher position on the green than where the hole is, you are considered to have a downhill putt. In most cases when you have a downhill putt you don't need to hit the ball as hard as you would if you had a flat lie. Conversely, if the ball rests on a part of the green that is lower than the hole, you have an uphill putt and will need to hit the ball a little harder than normal.

You can also putt the ball from off the green. If you have a nice lie and there are no obstructions in your line of play to the hole, you may decide to putt the ball rather than chip or pitch it. Remember, if your ball is off the green and you decide to putt it, you must not mark, pick up and clean your ball. Those actions are only allowed when your ball rests on the putting green.

A great tip to help with your aim when putting is to line up the logo on the golf ball in the direction you wish the ball to go. That way, when you're ready to putt, you can keep your head down until after you make contact with the ball.

Below is a picture that illustrates the direct line from the ball to the hole (indicated with a solid red line) and it also shows the direction the player must hit the ball in order to allow the "slope" or "break" in the green to carry the ball to the hole (follow the yellow golf balls to the hole).



### **Week #4 Lesson Plan: Putting**

**Safety:** Make sure the group in front of you has cleared the putting green before playing your approach shot to the green

**Equipment:** Putters, almost golf balls, 6 cones, target holes

**Set-up:** Place the cones in a circle around the target hole

Introduction to the group (5 min) - Explain the objectives for the day

Organize the group into formation (5 min) - Make sure everyone is in their spot safely away from the other students use the semi-circle formation with 3 feet of space between each student.

Safety procedures during the class (5 min) - Make sure they understand when and where they are allowed to swing

Explanation of Putting (15 min) - Cover grip, set-up, aiming, the stroke, and how to control distance.

Group practice (10 min) - Allow the group to try short 3 foot putts as you make your way around to check their grip, set-up and strokes.

Group practice (10 min) - Allow the group to move back and try longer putts to work on distance control.

Life Skills (10 min) - ***Obtaining Help*** - Although golf has strict rules about asking for help while playing on the course, you should never be afraid to ask for help in other situations; while working on homework, resolving an argument between classmates, being a friend to someone who is mentally or physically suffering or by dialing 911 in case of an emergency. Lead students through the proper steps to obtaining the right kind of help when needed. ***Managing Stress*** - Everyone deals with stress differently and people feel stress when unpleasant things occur. Stressful situations may include, doing poorly on a test, being late for school or a meeting and hitting a poor golf shot. Those that cope well with stress usually remain calm and relaxed, do not try to control others and accepts others differences. Those that lack the proper coping skills are easily frustrated, nervous and are critical of others. Coping with stress is a skill that must be learned and practiced in order to reduce stress in our lives.

Game (20 min) - ***Around the World*** - Arrange cones or markers in a circle around the flagstick target. The distance between the cones and target varies with age, younger students closer and older students further away. Each student begins at an assigned cone or marker and attempts to hit the target. If they are successful they move to the next cone, continuing until they miss, at which point they stop and wait until their turn comes up again. Then the next student attempts to go as far as possible. The first student to go “around the world” is the winner.

Wrap up class (10 min) - ***Etiquette & Behavior: Pace of Play*** - In order to play a round of golf at an acceptable pace you must keep up with the group in front of you. Always be ready to play when it is your turn. Have your golf bag near you when you are about to hit a shot so you don't waste time walking back and forth. When your group has finished the hole you should immediately leave the green and proceed to the next hole. Do not stand around on the green and record scores do this on your way to the next hole. If a player believes his ball is out of bounds or lost, he should hit a provisional ball to save time. Everyone in the group should help look for the ball. Having multiple people look for the ball is courteous and will also help save time. A player has 5 min. to search for his ball. After 5 min. the ball is considered lost and the player must proceed to his provisional ball. If you are searching for a ball and there is a group behind you, wave them through.

# **Project USE**

Grade 6

## A. **OBJECTIVES**

NJCCS: 2.1/2.2/2.5/2.6

*The students will be able to:*

- demonstrate leadership qualities
- demonstrate organizational skills
- demonstrate effective and innovative problem solving methods
- exhibit partnership and teamwork
- determine own personal limits, strengths and weaknesses (*challenge by choice*)
- demonstrate effective and proper spotting techniques and safety methods

## B. **SUGGESTED ACTIVITIES**

Lead Up Activities/Ice Breakers

- |  |                       |
|--|-----------------------|
| -Everybody's IT                          | -Blind Trust Walk     |
| -Group Juggle                            | -Line Up              |
| -Toilet Tag                              | -Moon Ball            |
| -Hospital Tag                            | -Group Juggle         |
| -Spotting Activities (safety emphasized) | -Partner Tag          |
| -Trust Falls                             | -Flip me the bird     |
| -Everybody UP                            | -Pipeline             |
| -Balance practice                        | -Jump rope activities |
| -Bottoms Up                              |                       |

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| ELEMENT   | TIME FRAME                             | LEAD UP ACT./ICE BREAKERS  |
|-----------|--|--|
| TROLLEYS  | 1 <sup>st</sup> MP/*2 <sup>nd</sup> MP | -Line Up<br>-Spotting Activities<br>-Jump Rope Activities<br>-Trust Falls<br>-Pipeline |
| BLINDMAZE | 1 <sup>st</sup> MP/*2 <sup>nd</sup> MP | -Everybody's IT<br>-Toilet Tag<br>-Hospital Tag<br>-Trust Falls<br>-Blind Trust Walk   |

| ELEMENT        | TIME FRAME                             | LEAD UP ACT./ICE BREAKERS   |
|----------------|--|---|
| POSTMANS CROSS | 4 <sup>th</sup> MP/*3 <sup>rd</sup> MP | -Spotting Activities<br>-Everybody UP<br>-Balance Practice<br>-Partner Tag<br>-Bottoms Up |
| WHALE WATCH    | 4 <sup>th</sup> MP/*3 <sup>rd</sup> MP | -Trust Falls<br>-Spotting Activities<br>-Moon Ball<br>-Group Juggle<br>-Flip me the Bird  |

### **C. EVALUATION**

#### GROUP

- Was an overall plan created?
- How were physical limitations handled?
- Were all ideas heard – listened to?
- Debriefing of the activity as a group pros/cons

#### INDIVIDUAL

- Were personal goals met/achieved? (*challenge by choice*)
- Was progression made?
- Did you experience fun/growth/enjoyment throughout the activities?

### **D. RESOURCES**

- Silver Bullets Book
- Project USE Manual (Yellow Binder)
- Projectuse.com
- Responsive Classroom Activities and Greetings
- Ropes Course Safety Manual
- WMC Central Adventure Journal
- Digital Pictures, May 2006

\*weather permitting

*Spring 2007*

# **Project USE**

Grade 7

## **A. OBJECTIVES**

NJCCS: 2.1/2.2/2.5/2.6

*The students will be able to:*

- demonstrate leadership qualities
- demonstrate organizational skills
- demonstrate effective and innovative problem solving methods
- exhibit partnership and teamwork
- determine own personal limits, strengths and weaknesses (*challenge by choice*)
- demonstrate effective and proper spotting techniques and safety methods
- apply prior experiences to advance to the next level of elements and activities

## **B. SUGGESTED ACTIVITIES**

Lead Up Activities/Ice Breakers

- |                               |                       |
|-------------------------------|-----------------------|
| -Everybody's IT               | -Shot Gun             |
| -Toilet Tag                   | -Chair Line           |
| -Hospital Tag                 | -Rope Square          |
| -Spotting & Safety Activities | -Skin The Cat         |
| -Everybody Up                 | -Pipeline             |
| -Willow In the Wind           | -Jump Rope Activities |
| -Human Spring                 | -Popsicle Push-Up     |
| -Line Up                      | -Kayak Activities     |

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| ELEMENT       | TIME FRAME                             | LEAD UP ACT./ICE BREAKERS   |
|---------------|--|---|
| MULC          | 1 <sup>st</sup> MP/*2 <sup>nd</sup> MP | -Spotting & Safety<br>-Everybody's IT<br>-Hospital Tag<br>-Toilet Tag<br>-Willow In The Wind<br>-Human Spring |
| TIRE CROSSING | 1 <sup>st</sup> MP/*2 <sup>nd</sup> MP | -Spotting & Safety<br>-Jump Rope Activities<br>-Kayak Activities<br>-Popsicle Push-Up                         |

| ELEMENT      | TIME FRAME                             | LEAD UP ACT./ICE BREAKERS  |
|--------------|--|--|
| SWINGING LOG | 4 <sup>th</sup> MP/*3 <sup>rd</sup> MP | -Spotting & Safety Activities<br>-Jump Rope Activities<br>-Kayak Activities<br>-Popsicle Push-Ups<br>-Skin The Cat |
| ACID RIVER   | 4 <sup>th</sup> MP/*3 <sup>rd</sup> MP | -Line Up<br>-Shot Gun<br>-Chair Line<br>-Skin The Cat<br>-Spotting & Safety  |
| ISLANDS      | 4 <sup>th</sup> MP/*3 <sup>rd</sup> MP | -Pipe Line<br>-Rope Square<br>-Spotting & Safety Activities<br>-Human Spring                                       |

### **C. EVALUATION**

#### **GROUP**

- Success in steps the students incorporated to work cooperatively.
- Debriefing as a group.
- Debriefing the activity.

#### **INDIVIDUAL**

- Were personal goals met/achieved? (challenge by choice.)
- Was progression made?
- Did you experience fun/growth/enjoyment throughout activities?

### **D. RESOURCES**

- Silver Bullets Book
- Project USE Manual (Yellow Binder)
- Projectuse.com
- Responsive Classroom Activities and Greetings
- Ropes Course Safety Manual
- WMC Central Adventure Journal
- Digital Pictures, May 2006

\*weather permitting



# **Project USE**

Grade 8

## **A. OBJECTIVES**

NJCCS: 2.1/2.2/2.5/2.6

*The students will be able to:*

- demonstrate leadership qualities
- demonstrate organizational skills
- demonstrate effective and innovative problem solving methods
- exhibit partnership and teamwork
- determine own personal limits, strengths and weaknesses (*challenge by choice*)
- participate in “learning by doing” situations
- apply prior experiences to advance to the next level of elements and activities
- demonstrate effective and proper spotting techniques and safety methods

## **B. SUGGESTED ACTIVITIES**

### Lead Up Activities/Ice Breakers

- |                               |                       |
|-------------------------------|-----------------------|
| -Everybody's IT               | -Shot Gun             |
| -Hospital Tag                 | -Human Knot           |
| -Spotting & Safety Activities | -Pipeline             |
| -Falling Back                 | -Nuclear Waste        |
| -Trust Falls                  | -Jump Rope Activities |
| -Human Spring                 | -Kayaking Scooters    |
| -Willow In The Wind           | -Popsicle Push-Up     |
| -Line Up                      |                       |

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| ELEMENT         | TIME FRAME                             | LEAD UP ACT./ICE BREAKERS                                      |
|-----------------|--|--|
| KING'S FINGER   | 1 <sup>st</sup> MP/*2 <sup>nd</sup> MP | -Shot Gun<br>-Human Knot<br>-Human Spring                      |
| BOULDERING WALL | 1 <sup>st</sup> MP/*2 <sup>nd</sup> MP | -Trust Circle<br>-Spotting & Safety Activities<br>-Trust Falls |

| <b>ELEMENT</b>          | <b>TIME FRAME</b>                      | <b>LEAD UP ACT./ICE BREAKERS</b>   |
|-------------------------|--|--|
| OBSTACLES               | 1 <sup>st</sup> MP/*2 <sup>nd</sup> MP | -Spotting & Safety Activities<br>-Jump Rope<br>-Nuclear Waste<br>-Popsicle Push-Ups<br>-Human Knot |
| INCLINE LOG             | 4 <sup>th</sup> MP/*3 <sup>rd</sup> MP | -Spotting & Safety Activities<br>-Human Spring<br>-Trust Circle                                    |
| PORTHOLE                | 4 <sup>th</sup> MP/*3 <sup>rd</sup> MP | -Spotting & Safety Activities<br>-Human Knot<br>-Pipeline<br>-Human Spring                         |
| TRACK WALK              | 4 <sup>th</sup> MP/*3 <sup>rd</sup> MP | -Spotting Activities<br>-Human Spring<br>-Trolly's<br>-Line Up<br>-Pipeline<br>-Shot Gun           |
| CARGO NET/<br>TEAM WALL | 4 <sup>th</sup> MP/*3 <sup>rd</sup> MP | -Spotting Activities<br>-Trust Circle  |

### **C. EVALUATION**

#### **GROUP**

- Success and steps students incorporated to work cooperatively.
- Debriefing of the activity as a group.

#### **INDIVIDUAL**

- Were personal goals met/achieved? (challenge by choice.)
- Was progression made?
- Did you experience fun/growth/enjoyment throughout activities?

### **D. RESOURCES**

- Silver Bullets Book
- Project USE Manual (Yellow Binder)
- Projectuse.com
- Responsive Classroom Activities and Greetings
- Ropes Course Safety Manual
- WMC Central Adventure Journal
- Digital Pictures, May 2006

\*weather permitting