

Lower Township School District

Cape May, New Jersey

Comprehensive
Health & Physical Education
Curriculum
Grades 5 & 6

Comprehensive Health & Physical Education Curriculum
Instructional Units Task Force Members

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December 2014

Lower Township School District
Cape May, New Jersey

Unit 1

**Establishing a Learning Environment;
Sportsmanship, Rules and Safety; Teamwork and
Cooperation; Fitness**

Lower Township School District
Cape May, New Jersey

Unit Overview	
Content Area: Physical Education	
Unit Title: Establishing a Learning Environment; Sportsmanship, Rules and Safety; Teamwork and Cooperation; Fitness	Unit: 1
Target Course/Grade Level: Fifth and Sixth	Timeline: Embedded Throughout all Units of Study
<p>Unit Summary</p> <p>This unit will set the stage and the course expectations throughout the course of the year. Students will be provided with essential rules to remain safe in their learning environment, model effective, supportive, and respectful communication with others, as well as acquire an understanding of how to develop and maintain a healthy active lifestyle.</p>	
Learning Targets	
Standards	
2.5 Motor Skill Development	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A. Movement, Skills, and Concepts B. Strategy C. Sportsmanship, Rules, and Safety
2.6 Fitness	All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle. A. Fitness and Physical Activity
Content Statements	
<ul style="list-style-type: none"> • There is a relationship between applying effective tactical strategies and achieving individual and team goals when competing in games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • There is a strong cultural, ethnic, and historical background associated with competitive sports and dance. • Knowing and applying a variety of effective fitness principles over time enhances personal fitness level, performance, and health status. 	
CPI #	Cumulative Progress Indicator (CPI) –
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Lower Township School District
Cape May, New Jersey

<p>2.6.6.A.3</p> <p>2.6.6.A.4</p> <p>2.6.6.A.5</p> <p>2.6.6.A.6</p> <p>2.6.6.A.7</p>	<p>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 program.</p> <p>Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.</p> <p>Relate physical activity, healthy eating, and body composition to personal fitness and health.</p> <p>Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.</p> <p>Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.</p>
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the safety rules that we must follow in the gym and why are they so important? • What is meant by sportsmanship? • How do we show good sportsmanship while participating in different activities in the gymnasium? • Why is it important to work together during activities? • What is the difference between competition and cooperation? • How can one establish their personal fitness goal? • How can we measure our physical fitness level and track our progress from year to year? • Why are warm-up exercises important? 	<p>Unit Understandings</p> <ul style="list-style-type: none"> • Games/Competition are most enjoyable when all players follow the rules, play fair and demonstrate a healthy attitude about winning and losing. • Students who display appropriate and cooperative behavior while participating in and watching games add to the enjoyment of the game. • Teamwork means that all team members must communicate effectively and interact in helpful, encouraging and supportive ways while playing. • Having a good attitude is necessary to improve individual and team performance. • Fitness goals will help us focus on specific types and amounts of physical activity that will improve personal health. • Factors such as diet, heredity, training, lifestyle, and technology affect personal fitness. • Understanding that warm-up exercises are important for safe and efficient movement.

Unit Learning Targets (Outcomes) –

Students will ...

- Explain and demonstrate an understanding of rules and expectations and why they are expected and necessary.
- Explain and demonstrate class procedures and safety rules.
- Demonstrate understanding of following rules of an activity, skill and game, and why they are necessary when moving with others.
- Identify and maintain a safe personal space during activity.
- Explain what is meant by good sportsmanship.
- Demonstrate good sportsmanship behavior during activities.
- Engage in developmentally appropriate competitive strategies in games, sports, and movement activities.
- Demonstrate the ability to work collaboratively toward a common goal.
- Recognize the contributions of teammates and use appropriate ways to motivate and celebrate accomplishments.
- Explain the difference between offense and defense.
- Understand how attitude affects physical performance.
- Explain the physical, social, emotional and intellectual benefits of regular physical activity.
- Explain what it means to be physically fit.
- Develop and improve the basic components of physical fitness: endurance, strength, agility, balance, and flexibility.
- Measure and compare their resting and working heart rates.
- Set a personal fitness goal and track the progress towards their achievement of the goal.
- Explain how factors such as heredity, diet, training, and technology influence personal fitness.
- Demonstrate and lead peers in developmentally appropriate warm-up exercises (dynamic warm-up/stretching, strengthening, etc.).

Integration of Technology:

Technology Resources:

www.pecentral.com

Opportunities for Differentiation:

Teacher Notes:

Primary interdisciplinary connections:

21st century themes: Character Education, 21st Century Life and Careers

Evidence of Learning

Summative Assessment

Grade level benchmark expectations.

Equipment needed: See all units

Teacher Instructional Resources:

Lower Township School District
Cape May, New Jersey

Formative Assessments

- Participation/effort in skill development
- Individual/group performance assessment
- Teacher observation and feedback
- Sportsmanship and cooperative behavior
- Discussion
- Rubrics

<u>ACTIVITIES</u>	<u>MATERIALS</u>
Dynamic Warm-up Hotspot Circuits: Cardio, Muscle Grouping, Strength Building, and Core Exercises Fitness Activities	Cones Hotspots

Lower Township School District
Cape May, New Jersey

Unit 2

Movement Concepts

Lower Township School District
Cape May, New Jersey

Unit Overview	
Content Area: Physical Education	
Unit Title: Movement Concepts	Unit: 2
Target Course/Grade Level: Fifth and Sixth	Timeline: Ongoing throughout the year
<p>Unit Summary</p> <p>Throughout this unit of study, students will demonstrate various fundamental movement concepts used in individual and team activities. These skills and concepts will be instructed and built on throughout additional units occurring over the course of the year. The modeling of effective, supportive and respectful communication with others will also be reinforced.</p>	
Learning Targets	
Standards	
<p>2.5 Motor Skill Development</p>	<p>All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>A. Movement Skills and Concepts</p>
<p>2.6 Fitness</p>	<p>All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>A. Fitness and Physical Activity</p>
Content Statements	
<ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Each component of fitness contributes to personal health as well as motor skill performance. 	
CPI #	Cumulative Progress Indicator (CPI) –
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness.
Unit Essential Questions	Unit Understandings
<ul style="list-style-type: none"> • Why is learning different ways to move important for participation in physical activity? • What are the different locomotor skills that one needs during physical activity? • How can understanding movement concepts improve my performance in sports and physical activities? 	<ul style="list-style-type: none"> • Learning fundamental techniques and movement concepts is important to help improve performance in sports, games, and recreational activities • Understanding that repetitive practice of new skills learned will enhance one’s ability to play.

Lower Township School District
Cape May, New Jersey

• How can movement concepts improve my fitness levels?

• Implementing movement principals such as space, speed, force, projection, or tempo allows students to utilize their abilities and maximize performance.

Unit Learning Targets (Outcomes) –

Students will ...

- Demonstrate developmentally appropriate gross motor skills (e.g. crawl, walk, jog, run, skip, hop, jump, leap, gallop, side-step, and animal movements).
- Move safely with body control in relation to others, objects and boundaries in personal and general space.
- Explain and demonstrate movement sequences, individually and with others, with changes in pace direction and level.
- Correct movement errors in response to feedback and understand how the changes improve performance.
- Respond to changes in tempo, beat, rhythm or music style through their movement.
- Demonstrate an understanding of rhythm, and music counts while moving to music.
- Develop and improve motor skills and performance through practice.
- Practice movement concepts to improve eye-hand, eye-foot coordination.
- Practice dance steps/skills to increase eye-hand, eye-foot coordination.
- Perform basic steps and movements necessary for several forms of social dance: popular line dance, folk, square and contra dance steps.

Integration of Technology: CD Player / iPod

Technology Resources:

Click the link below for additional resources

www.pecentral.org

www.playfiteducation.com

Opportunities for Differentiation:

- Modified fitness movements
- Wide variety of movements
- Movement progressions

Teacher Notes:

Primary interdisciplinary connections:

21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork, and Leadership.

Lower Township School District
Cape May, New Jersey

Evidence of Learning
<p>Summative Assessment : Grade level benchmark expectations</p>
<p>Equipment needed: See all units Teacher Instructional Resources: <i>Fitness for Children</i> by Curt Hinson</p>

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Participation/effort in skill development • Individual/group performance assessment • Teacher observation and feedback • Sportsmanship and cooperative behavior • Performance checklist • Discussion • Rubrics
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<u>ACTIVITIES</u>	<u>MATERIALS</u>
<p>Dynamic Warm-up Hotspot Circuits: Cardio, Muscle Grouping, Strength Building, and Core Exercises. Animal/Skill-related Movement Relays Agility Ladder Warm-up</p>	<p>Cones Hotspots Hula-hoops Jump Rope Agility Ladder</p>

Lower Township School District
Cape May, New Jersey

Unit 3

**Strategy; Individual and Group
Activities/Team Sports**

Lower Township School District
Cape May, New Jersey

Unit Overview	
Content Area: Physical Education	
Unit Title: Strategy; Individual and Group Activities/Team Sports	Unit: 3
Target Course/Grade Level: Fifth and Sixth	Timeline: Ongoing throughout the year
<p>Unit Summary: This unit of study will offer students the skills needed to participate in various independent/group activities and team sports. Students will learn various skills involved in each activity. Skills include kicking, foot dribbling skills, stopping/trapping, and passing (those associated with soccer), throwing and catching skills (those associated with football, baseball/wiffleball, burnball, and kickball), dribbling, passing, and shooting skills (those associated with basketball), and hand/eye coordination and body control skills (those associated badminton, volleyball, and most activities).</p>	
Learning Targets	
Standards	
2.5 Motor Skill Development	All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle. A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, and Safety
2.6 Fitness	All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle. A. Fitness and Physical Activity
Content Statements	
<ul style="list-style-type: none"> • Understanding of fundamental concepts related to effective execution of actions provides the foundation for participation in games, sports, dance, and recreational activities. • Ongoing feedback impacts improvement and effectiveness of movement actions. • Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations. • Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contributes to enjoyment of the event. • Appropriate types and amounts of physical activity enhance personal health. 	
CPI #	Cumulative Progress Indicator (CPI) –
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., games, sports, dance, and recreational activities).
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one’s movement performance.
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
2.5.6.B.2	Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.

2.6.6.A.2 Determine to what extent various activities improve skill-related fitness versus health-related fitness.

Unit Essential Questions

- How do games and activities improve our fitness?
- How do skills and strategies improve our fitness?
- Why is it important to learn the offensive and defensive strategies of a game?
- What skills and strategies are needed to achieve success while participating in various games and activities?
- How does good sportsmanship add to the enjoyment of the game?

Unit Understandings

- Learning how to kick, bounce, dribble, hit, throw, and catch a ball allows us to play different games.
- Being active can help us gain muscular strength/endurance, flexibility, and balance.
- Learning how to play offense and defense will help team effort, strategy, and result.
- Participating in sports, games, and other activities exercises our heart and other muscles.
- Good sportsmanship rewards everyone no matter whether the game is won or lost.

Unit Learning Targets (Outcomes) –

Students will ...

- Demonstrate developmentally appropriate ways to kick/dribble a soccer ball with both feet.
- Demonstrate the passing of a soccer ball using the inside of students' foot.
- Stop/trap a soccer ball with legs and feet.
- Demonstrate passing and shooting a soccer ball while moving in an open space.
- Demonstrate a soccer throw-in, place kick and punt.
- Demonstrate a football forward pass, catch, punt and kick-off tee.
- Share a ball with a partner while moving it in an open space.
- Demonstrate the ability to pass a ball while maintaining control.
- Demonstrate developmentally appropriate underhand and overhand techniques using various balls objects and targets.
- Demonstrate changes in time, force and flow while moving in different directions and pathways in personal and general space while carrying a ball.
- Demonstrate pass and catch with a basketball with two hands using developmentally appropriate techniques needed for the bounce and chest passes.
- Demonstrate shooting at a goal using developmentally appropriate techniques needed for the set/jump shot, free throw and beginning lay-up.
- Rebound a basketball.
- Develop an understanding of court positions and basic rules in basketball.
- Demonstrate a bump with a volleyball.
- Demonstrate an underhand serve with a volleyball.
- Demonstrate ways to receive a serve from a volleyball.
- Practice hitting a stationary target (through kicking, throwing, rolling).
- Develop eye-hand coordination with tossing, catching, bouncing and volleying activities.
- Explain the basic scoring and rules of bowling
- Develop and increase students' reaction time.

Integration of Technology: CD Player / iPod

Technology Resources:

Click the link below for additional resources

www.pecentral.org

www.playfiteducation.com

www.physedgames.com/
Opportunities for Differentiation: <ul style="list-style-type: none"> • Modified skill level development. • Equipment variations pertaining to each sport/activity
Teacher Notes:
Primary interdisciplinary connections: Character Education, 21st – Century Life and Careers
21st century themes: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork, and Leadership

Evidence of Learning
Summative Assessment Grade level benchmark expectations Equipment needed: See All Units Teacher Instructional Resources: <i>Fitness for Children</i> by Curt Hinson

Formative Assessments <ul style="list-style-type: none"> • Participation/effort in skill development • Individual/group performance assessment • Teacher observation and feedback • Sportsmanship and cooperative behavior • Performance checklist • Discussion • Rubrics

<u>ACTIVITIES</u>	<u>MATERIALS</u>
Football/Flag Football	Footballs, Flag belts
Soccer	Soccer balls, Nets
Basketball	Basketballs, Basketball hoop
Badminton	Badminton rackets, Shuttles, Net
Volleyball	Volleyballs, Volleyball Net
Pin Guard	Dodgeballs, Foam bowling pins
Wiffleball	Wiffleball Bat, Wiffleballs, Bases
Burnball	Tennis Racket, Tennis Balls
Kickball	Multi-purpose balls, Kickballs
Four Square	Mini-Hockey sticks, Mini-Hockey Goals, Mini Hockey ball/puck
Scooter Hockey	Cones Floor Tape

Lower Township School District
Cape May, New Jersey

Unit 4

**Personal Health & Wellness; Hygiene, Nutrition,
Safety, Drugs and other Medicines, Human
Relationships and Sexuality, Family Life**

Lower Township School District
Cape May, New Jersey

Unit Overview	
Content Area: Physical Education	
Unit Title: Personal Health & Wellness; Hygiene, Nutrition, Safety, Drugs and other Medicines, Human Relationships and Sexuality, Family Life	Unit: 4
Target Course/Grade Level: Fifth and Sixth	Timeline: Ongoing throughout the year
<p>Unit Summary</p> <p>This unit of study will further develop personal Health and overall Wellness. Throughout the year students will take part in a variety of different lessons, projects, and assemblies to help further enhance personal comprehension of such life impacting factors. This unit of study is intended to encourage students not only to take action in practicing life long health behaviors in school but also throughout their everyday routine. Following this unit of study students should feel comfortable approaching their parent(s)/guardian(s) and sibling(s) for any questions and or discussions. It is vital for students to understand the importance of these subjects at young age in order help preserve an active and healthy lifestyle.</p> <p>This unit will allow for students to comprehend and understand the importance of personal health and wellness. Students will understand the proper precautions and steps to take in order to live and maintain a lifelong healthy lifestyle.</p>	
Learning Targets	
Standards	
2.1 Wellness	All Students will acquire health promotion concepts and skills to support a healthy, active lifestyle.
2.3 Drugs and Medicine	All Students will acquire knowledge about alcohol, tobacco, other drugs, medicines and apply these concepts to support a healthy, active lifestyle
2.4 Human Relationships and Sexuality	All the students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.
Content Statements	
<ul style="list-style-type: none"> • Staying Healthy is a lifelong process that includes all dimensions of wellness. • Eating patterns are influenced by a variety of factors. • The early detection and treatment of diseases and health conditions impact one’s health. • Identifying unsafe situations and choosing appropriate ways to reduce or eliminate risks contributes to the safety of oneself and others. • Social and emotional development impacts all components of wellness. • Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict. • Communicating health needs to trusted adults and professionals assists in the prevention, early detection, and treatment of health problems. • Medications come in a variety of forms and are used for numerous reasons. They should be taken as directed in order to be safe and effective. • There is a strong relationship between individuals who abuse drugs and increased intentional and unintentional 	

Lower Township School District
Cape May, New Jersey

health-risk behaviors.

- Substance abuse is caused by a variety of factors.
- There are many ways to obtain treatment of alcohol, tobacco, and other substance abuse problems.
- Healthy relationships require a mutual commitment.
- Most significant physical, emotional, and mental growth changes occur during adolescence, but not necessarily at the same rates.
- Responsible actions regarding sexual behavior impact health of oneself and others.
- Knowing the physiological process of how pregnancy occurs as well as development of the fetus leading to child birth contribute to a greater understanding of how and why a healthy environment should be provided for the pregnant mother.
- Adolescent parents may have difficulty adjusting to emotional and financial responsibilities of parenthood.

CPI #	Cumulative Progress Indicator (CPI) –
2.1.6.A.1	Explain how health data can be used to assess and improve each dimension of personal wellness.
2.1.6.A.2	Relate how personal lifestyle habits, environment, and heredity influence growth and development in each life stage.
2.1.6.A.3	Determine factors that influence the purchase of healthcare products and use of personal hygiene practices.
2.1.6.B.1	Determine factors that influence food choices and eating patterns.
2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
2.1.6.C.1	Summarize means of detecting and treating diseases and health conditions that are prevalent in adolescents.
2.1.6.C.2	Determine the impact of public health strategies in preventing diseases and health conditions.
2.1.6.C.3	Compare and contrast common mental illnesses (such as depression, anxiety, panic disorders, and phobias) and ways to detect and treat them.
2.1.6.D.1	Summarize the common causes of intentional and unintentional injuries in adolescents and related prevention strategies.
2.1.6.D.2	Explain what to do if abuse is suspected or occurs.
2.1.6.D.4	Assess when to use basic first-aid procedures.
2.1.6.E.1	Examine how personal assets and protective factors support healthy social and emotional development.
2.1.6.E.2	Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.
2.1.6.E.3	Compare and contrast ways that individuals, families, and communities cope with change, crisis, rejection, loss, and separation.
2.3.6.A.1	Compare and contrast short/long-term effects and the potential for abuse of commonly used over the counter and prescription medicines and herbal and medicinal supplements.
2.3.6.A.2	Compare information found on over the counter and prescription medicines.
2.3.6.B.1	Explain the system of drug classification and why it is useful in preventing substance abuse.
2.3.6.B.2	Relate tobacco use and incidence of disease.
2.3.6.B.3	Compare the effects of laws, policies, and procedures on smokers and nonsmokers.
2.3.6.B.4	Determine the impact of the use and abuse of alcohol on the incidence of illness, injuries, and disease, the increase of risky health behaviors, and the likelihood of harm to one’s health.

Lower Township School District
Cape May, New Jersey

2.3.6.B.5	Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk.
2.3.6.B.6	Summarize the signs and symptoms of inhalant abuse.
2.3.6.B.7	Analyze the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis.
2.3.6.C.1	Summarize the signs and symptoms of substance abuse problem and the stages that lead to dependency.
2.1.6.C.2	Explain how wellness is affected during the stages of drug dependency/addiction.
2.1.6.C.3	Determine the extent to which various factors contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as peer pressure, low self-esteem, genetics, and poor role models.
2.1.6.C.4	Determine effective strategies to stop using alcohol, tobacco, and other drugs, and that support the ability to remain drug free.
2.4.6.A.1	Compare and contrast how families may change over time.
2.4.6.A.2	Analyze the characteristics of healthy friendships and other relationships.
2.4.6.A.3	Examine the types of relationships adolescents may experience.
2.4.6.A.4	Demonstrate successful resolution of problems among friends and in other relationships.
2.4.6.A.5	Compare and contrast the role of dating and dating behaviors in adolescence.
2.4.6.B.1	Compare growth patterns of males and females during adolescence.
2.4.6.B.2	Summarize strategies to remain abstinent and resist pressures to become sexually active.
2.4.6.B.3	Determine behaviors that place one at risk for HIV/AIDS, STDs, HPV, or unintended pregnancy.
2.4.6.B.4	Predict the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior.
2.4.6.C.1	Summarize the sequence of fertilization, embryonic growth, and fetal development during pregnancy.
2.4.6.C.2	Identify the signs and symptoms of pregnancy.
2.4.6.C.3	Identify prenatal practices that support a healthy pregnancy.
2.4.6.C.4	Predict challenges that may be faced by adolescent parents and their families.
Unit Essential Questions:	
Unit Understandings:	

Lower Township School District
Cape May, New Jersey

<ul style="list-style-type: none">• What does it mean to be well?• How can I take care of myself?• What is good hygiene?• How can I prevent passing germs?• What is a well balanced meal?• Why are some foods more nutritious than others?• How can I make my home a fire safe home?• Why should I never use my real name on the internet?• What is the difference between a trusted adult and a stranger?• In the event of a dangerous situation who can I call for help?• What is the meaning of gender?• What are some ways to help keep my mother healthy during her pregnancy?• What is Puberty?• What changes will my body go through?	<p>Students will be able to...</p> <ul style="list-style-type: none">• Differentiate between healthy and unhealthy nutrition.• Explain the effects of an unhealthy diet.• Explain the factors that contribute to good hygiene habits.• Differentiate between the meaning of good drugs and bad drugs.• Explain the consequences of alcohol and tobacco.• Feel confident of the procedures in the event of a fire or emergency.• Understanding the differences of gender roles.• Understanding the importance of living a healthy lifestyle.• Understanding the normal physical, social, and emotional changes they will go through during their adolescent years.
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Unit Learning Targets

Students will ...

- Explain the physical, social, emotional, and intellectual dimensions of wellness
- Compare and contrast the appropriate use of healthcare and personal hygiene products
- Explain how health data, such as blood pressure, body composition, and cholesterol, can be used to assess and improve wellness
- Evaluate how health knowledge, health choices, self-control, resistance, and self-management skills influence wellness
- Discuss how technology impacts wellness
- Compare and contrast the validity and reliability of different types of health resources.
- Identify health issues that warrant support from trusted adults or health professionals.
- List the short- and long-term physical and behavioral effects of inhalant use, including brain, heart, and lung damage and death
- Classify illegal drugs and controlled substances and give examples of each
- Determine situations where the use of alcohol and other drugs influence decision-making and can place one at risk
- Explain the physical and behavioral effects of each classification of drugs
- Discuss the relationship between injected drug use and diseases such as HIV/AIDS and hepatitis
- Compare and contrast the legal and financial consequences of the use, sale, and possession of illegal substances
- Describe the signs and symptoms of a substance abuse problem and the stages that lead to dependency/addiction
- Identify ways to quit using alcohol, tobacco, and other drugs and discuss factors that support an individual to Quit
- Distinguish factors that contribute to the use and abuse of alcohol, tobacco, and other drugs by adolescents, such as advertising and the media, group pressures, low self-esteem, genetics, and poor role models
- Describe how substance abuse affects the individual and the family and describe ways that family and friends can support a drug-free
- Use effective decision-making strategies.
- Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
- Determine how conflicting interests may influence one's decisions.
- Apply personal health data and information to support achievement of one's short- and long
- Identify strategies to remain abstinent and resist pressures to become sexually active
- Describe three benefits of choosing abstinence
- Understand abstinence will protect the three sides of their health triangle
- Identify behaviors that place one at risk for HIV/AIDS, STIs, HPV, or unintended pregnancy
- Predict and understand the possible physical, social, and emotional impacts of adolescent decisions regarding sexual behavior
- Define the sequence of fertilization, embryonic growth, and fetal development during pregnancy
- Identify the signs and symptoms of pregnancy
- Distinguish prenatal practices that support a healthy pregnancy
- Discuss challenges that may be faced by adolescent parents and their families
- Compare and contrast the role of dating and dating behaviors in adolescence
- Examine the types of relationships adolescents may experience

Lower Township School District
Cape May, New Jersey

- **Integration of Technology:** Incorporate iPod & iPod player into daily routine & activities;
Integrate TV/DVD Player and exercise DVD's throughout unit topic

Technology Resources:

Click the links below that helped design this unit.

www.myfoodpyramid.gov

www.pecentral.com

Opportunities for Differentiation:

- Using Vocabulary Cards, Label the basic parts of the human body for students to match the word with the proper part of the body.
- Sort pictures of healthy foods and unhealthy foods.
- Encourage students to access safe websites at home for additional games and activities.
- Develop a Nutritional guide/plan for healthy eating habits.

Teacher Notes:

Primary interdisciplinary connections: Character Education, 21st Century Life Skills and Careers

21st century themes: Critical Thinking and Problem Solving; Collaboration, Teamwork, and Leadership

Evidence of Learning

Summative Assessment

- Grade level benchmark expectations

Equipment needed:

- See all Units

Teacher Instructional Resources:

Your Relationships by Linda Meeks and Philip Heit

Human Sexuality by Linda Berne

Being Healthy by Larry Olsen, Richard St. Pierre, and Jan Ozias

Formative Assessments

- | | |
|---|--------------------------|
| • Individual/group performance assessment | • Handouts |
| • Teacher observation and feedback | • Discussion |
| • Rubrics | • Large and Small Groups |

<u>ACTIVITIES</u>	<u>MATERIALS</u>
<ul style="list-style-type: none"> • Growth and Development • Hygiene • Dental Health Assembly • Nutrition <ul style="list-style-type: none"> ▪ Food Pyramid ▪ Web Based interactive activities ▪ Build Your Plate Relays 	<ul style="list-style-type: none"> • Food Pyramid bulletin board guide • Interactive Handouts • Take Home Projects • Laptops • Smart Boards • Videos

Lower Township School District
Cape May, New Jersey

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| <ul style="list-style-type: none">▪ Scooter Relays: Proteins vs. the Vegetables.
Identifying your food group.• Safety<ul style="list-style-type: none">▪ Anti-Bullying▪ Internet Safety/Cyber Bullying – creating screen names▪ Fire Safety- fire safety week, fire fighter assembly, & obstacle course▪ DARE▪ School Resource Officer Assembly• Family Life• Drugs and Other Medicines<ul style="list-style-type: none">▪ Red Ribbon Week (October)▪ Kick Butts Day- (March) Anti – Tobacco | <ul style="list-style-type: none">• Handouts• Test/Quiz |
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