

Commercial Township School District

Content Area: Health K-5

(using the NJ State Model Curriculum as a Guide)

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Commercial Township School District

Content Area: Health

(using the NJ State Model Curriculum as a Guide)

Grade Level: Kindergarten - 2

Pacing Chart Grades K. 1 and 2	
Some lessons may be taught at different times of the year based on Guidance scheduling as well as outside providers as well as inclusion of lesson within Physical Education Classes	
Unit Name	Marking Period
UNIT 1: Wellness (Model Curriculum Unit 1)	1
UNIT 2: Alcohol, Tobacco, and other Drugs (Model Curriculum Unit 2)	2
UNIT 3: Family Life (Model Curriculum Unit 3)	3
UNIT 4: Community Health Skills (Model Curriculum Unit 4)	4

Commercial Township School District
 Content Area: Health
 Grade Level: Kindergarten - 2
 Unit 1:
 Unit 1: Wellness (Model Curriculum Unit 1)

Unit Summary
In this unit the children will be introduced to healthy habits. They will develop the knowledge and skills necessary to make nutritious food choices to promote healthy habits. Children will be able to identify healthy behaviors that can prevent the spread of diseases. Children will learn the role of regular physical activity in relation to personal health.
Student Learning Objectives NJ Model Curriculum Number, SLO, Grade Level Corresponding NJCCCS
1 Develop and demonstrate an awareness of healthy habits (use clean tissues, wash hands, handle food hygienically)that support personal wellness. K (2.1.P.A.1, 2.1.P.C.1)
2 Demonstrate independence when applying emerging self-help skills (using utensils, choosing clothes, brushing teeth). K (2.1.P.A.1, 2.1.P.A.2)
7 Identify healthy food choices. K (2.1.2.B.1)
3 Explain how healthy habits and self-help skills support wellness. (i.e. personal hygiene, independence skills) 1 (2.1.P.A.2, 2.1.2.A.1)
4 Explain how participating in regular physical activity promotes overall personal wellness. 1 (2.6.2.A.1)
8 Investigate different foods and food groups and demonstrate an awareness of nutritional value. 1 (2.1.P.B.1, 2.1.2.B.2)
5 Identify body parts (i.e. heart, lungs, legs etc.) using correct terminology and explain how they are supported through regular physical activity. 2 (2.1.2.A.2, 2.6.2.A.1)
6 Identify how feelings and actions can affect personal wellness. 2 (2.1.2.C.3)
9 Explain which foods from My Plate are healthier and why they contain more nutritional value through identifying information on nutritional labels. 2 (2.1.2.B.1, 2.1.2.B.2, 2.1.2.B.3)
10 Identify symptoms and demonstrate strategies to prevent the spread of disease and health conditions. 2 (2.1.2.C.1, 2.1.2.C.2)

Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
Students will: <ul style="list-style-type: none"> • Practice good hand washing. K • Learn about a variety of foods and the nutrition plate. K • Demonstrate good hygiene. K • Learn basic safety rules. K • Identify each of the five senses. 1 • Explain why the five senses are important. 1 • Identify the food groups. 1 • Explain why we need food. 1 • Differentiate between good food choices and bad food choices. 1 • Explain how to keep your 	<ul style="list-style-type: none"> • Teacher Informal Observation • Class Participation • Class Discussion

body and teeth clean. 1 • List several causes of illness. 1 • Explain how illness can be prevented. 1 • Discuss rules of safety at home, in school, and on the bus. 1 • Identify different ways to say no. 1 • Differentiate between living and non-living things. 1 • Explain different kinds of families and how they can help you. 1 • Understand how to make healthy choices. 2 • Practice good care for ears, eyes, and skin. 2 • Recognize that sleep is essential in good health. 2	<ul style="list-style-type: none"> • Oral Question and Answer Response • Formative Assessments: (Included but not limited to...) • Worksheet • Brainstorming
Unit Resources	District/School Summative Assessments
Teacher Resources: www.myplate.gov http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf www.choosemyplate.gov www.learn360.com	Report Cards Progress Reports

Interdisciplinary Connections
Art, Language Arts, Science, & Math

Future Learning
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Prior Learning
Students will build upon previous skills to increase them creating a healthy, physically active life

Modifications
<i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i> <i>The students will be challenged by modifying all activities that they are doing to meet each student's ability and needs.. Changes are hard to plan and will be on the fly.</i>

21st Century Themes and Skills
9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. 9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Commercial Township School District

Content Area: Health
 Grade Level: Kindergarten - 2
 Unit 2:
 UNIT 2: Alcohol, Tobacco, and other Drugs

Unit Summary
This unit aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life.
Student Learning Objectives NJ Model Curriculum Number, SLO, Grade Level Corresponding NJCCCS
1 Explain what it means to make a decision. K (2.2.2.B.1)
4 Explain what medicines are and who the trusted adults are who may administer them. K (2.3.2.A.1, 2.3.2.A.2)
7 Identify the harmful effects that tobacco could have on personal hygiene, health and safety. K (2.3.2.B.2)
2 Identify how certain decisions we make may affect the way we feel (physically/emotionally, socially, etc.). 1 (2.2.2.B.1)
5 Determine why we use medicines when we are not feeling well. 1 (2.3.2.A.1)
8 Determine the harmful effects of alcohol, tobacco, and other drugs and how it impacts the personal wellness of the user and nonuser. 1 (2.3.2.B.2, 2.3.2.B.3)
10 Describe products in your environment that contain alcohol. 1 (2.3.2.B.4)
12 Recognize that people may have difficulty controlling their use of alcohol, tobacco and other drugs and explain that they can get help. 1 (2.3.2.C.1, 2.3.2.C.2,2.2.2.E.1)
3 Describe why using decision-making skills is advantageous to prevent the use of alcohol, tobacco, and other drugs. 2 (2.2.2.B.1, 2.2.2.B.2)
6 Describe why medicines should be administered by a trusted adult. 2 (2.3.2.A.2)
9 Demonstrate an understanding of how alcohol, tobacco, and other drugs can be abused. 2 (2.3.2.B.1)
11 Determine what substances should never be inhaled and explain why. 2 (2.3.2.B.5)
13 Understand that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs and determine where/how community health professionals can be accessed. (2.3.2.C.1, 2.2.2.E.1) 2 (2.3.2.C.1, 2.2.2.E.1)

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Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
Students will: Demonstrate how to recognize and be careful with medicines. K • Identify substances that can be poisonous. K • Learn what medicines are used for. 1 • Discuss safe use of medicines. 1 • Identify common drugs. 1 • Explain what caffeine does to the body 1 • Explain what tobacco does to the body. 1 • Explain what alcohol does to the body. 1 • Identify ways to stay away from drugs. 1 • Recognize medicines. 2 • Describe how to use medicines safely. 2 • Identify what a drug is. 2 • Describe what caffeine does to the body. 2 • Describe how alcohol and tobacco hurt the body. 2 • Practice refusal skills. 2	<ul style="list-style-type: none"> • Teacher Informal Observation • Class Participation • Class Discussion • Oral Question and Answer Response
Unit Resources	District/School Summative Assessments
Teacher Resources: http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf , www.learn360.com , Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org, OPENPhysEd.org, Health.org	Report Cards Progress Reports

Interdisciplinary Connections
Art, Language Arts, Science, & Math

Prior Learning
Students will build upon previous skills to increase them creating a healthy, physically active life

Modifications
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21st Century Themes and Skills
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Content Area: Health
 Grade Level: Kindergarten - 2
 UNIT 3: Family Life (Model Curriculum Unit 3)

Unit Summary
This unit seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family
Student Learning Objectives NJ Model Curriculum Number, SLO, Grade Level Corresponding NJCCCS
1 Identify what decisions we make as families. K (2.2.2.B.1)
4 Describe the roles and responsibilities of family members in different types of families both locally and globally. K (2.4.2.A.2)
8 Identify the similarities between boys and girls. K (2.4.2.B.1)
2 Identify when a decision needs to be made to ensure the health of all family members. 1 (2.2.2.B.1)
5 Identify different roles that family members assume and the responsibilities that are included. 1 (2.4.2.A.2)
9 Identify the physical characteristics of both genders. 1 (2.4.2.B.1)
11 Explain the factors that contribute to a mother having a healthy baby and how the mother’s decisions can help or harm the baby. 1 (2.4.2.C.1, 2.2.2.B.2)
6 Identify different types of families and distinguish responsibilities family members may assume. 2 (2.4.2.A.1, 2.4.2.A.2)
7 Identify how making decisions can impact healthy relationships. 2 (2.4.2.A.3, 2.2.2.B.2)
10 Describe the physical similarities and differences of the genders. 2 (2.4.2.B.1)
12 Determine how other’s health related decisions have an impact on a pregnant mother and the health of her unborn baby. 2 (2.4.2.A.3, 2.2.2.B.1, 2.2.2.B.3)

Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
Students will... • Discuss how family and friends are important throughout life. K • Identify people who they can trust. 1 • List ways to keep themselves safe. 1 • Define friendship. 1 • List ways to show affection. 1 • Identify activities families can do together. 1 • Recognize each body system and function. 2 • Identify signs of human growth. 2 • Recognize the five senses and their role in human growth. 2	<ul style="list-style-type: none"> • Teacher Informal Observation • Class Participation • Class Discussion • Oral Question and Answer Response
Unit Resources	District/School Summative Assessments
Teacher Resources: http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf , www.learn360.com , Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org, OPENPhysEd.org, Health.org	Report Cards Progress Reports

Interdisciplinary Connections
Writing, Science, & Art

Prior Learning
Students will build upon previous skills to increase them creating a healthy, physically active life

Modifications
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21st Century Themes and Skills
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Commercial Township School District
 Content Area: Health
 Grade Level: Kindergarten - 2
 Unit 4:
 Community Health Skills

Unit Summary

This unit seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness.

Student Learning Objectives

**NJ Model Curriculum Number, SLO, Grade Level
 Corresponding NJCCCS**

3 Determine how parents, culture and media influence their healthy decision making. K (2.2.2.B.3)

6 Explain the meaning of character. K (2.2.2.C.1)

12 Identify trusted community workers that help keep us safe. K (2.2.P.E.1)

13 Determine where and how to access home, school, and community health professionals (including dialing 911 in case of emergency). K (2.2.2.E.1, 2.1.P.D.3, 2.1.P.D.4)

18 Understand that conflict occurs between people and age appropriate ways to resolve them. K (2.1.2.E.2)

1 Understand what needs, wants, and feelings are in health and safety related situations (i.e. assistance, fear, nervousness). 1 (2.2.2.A.1, 2.1.2.E.1)

4 Determine how parents, technology, culture, and the media influence their healthy decision making. 1 (2.2.2.B.3)

7 Understand that character impacts the way one feels and thinks about one's self and others. 1 (2.2.2.C.1)

10 Understand that peers have different physical abilities. 1 (2.2.2.C.2)

14 Utilizes proper decision making leading to safe practices indoors and out (e.g. wear bike helmets, walk in the classroom, follow school and bus rules.) 1 (2.1.P.D.1)

16 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors. 1 (2.1.2.D.2)

19 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them. 1 (2.1.2.E.2)

15 Identify ways to keep one safe at home, school and in the community to prevent injury. (e.g. fire safety, poison safety, accident prevention, pedestrian, bicycle and traffic safety, and rip current safety <http://www.nj.gov/education/aps/cccs/chpe/>) 2 (2.1.2.D.1, 2.1.2.D.3)

17 Differentiate among the characteristics of strangers, acquaintances, and trusted adults and describe safe and appropriate behaviors/touches. 2 (2.1.2.D.2)

20 Explain healthy ways of coping with common stressful situations experienced by children. 2 (2.1.2.E.3)

Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
<p>Students will ... • Develop social skills and ethical responsibility. K • Demonstrate responsible emotional and cognitive behaviors. K • Discuss uniqueness, and identify what makes them unique. 1 • Recognize what feelings are. 1 • Identify ways to show feelings. 1 • Recognize the importance of respect and getting along with others. 1 • Discuss ways to show respect in speech, touch, and actions. 1 • Identify community workers/helpers. 1 • Explain the meaning of community. 1 • Recognize that garbage poses a health risk to a community. 1 • Identify responsible ways to dispose of trash and avoid litter. 1 • Define the steps to communication. 1 • Recognize stressful situations. 1 • Apply communication skills in times of need. 1 • Understand how to get along with family and friends. 2 • Recognize what the family teaches them. 2 • Demonstrate respect for others. 2 • Learn safety rules. 2 • Understand how to make a friend. 2</p>	<p><i>Students who understand the concepts are able to:</i></p> <ul style="list-style-type: none"> • Teacher Informal Observation • Class Participation • Class Discussion • Oral Question and Answer Response
Unit Resources	District/School Summative Assessments
<p>Teacher Resources: http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf , www.learn360.com, Pecentral.com , Spotify, YouTube, pegasgames.org, AAHPERD.org, NJAHPERD.org, OPENPhysEd.org, Health.org</p>	<p>Report Cards Progress Reports</p>

Interdisciplinary Connections
Writing, Science, Language Arts, and Music

Prior Learning
Students will build upon previous skills to increase them creating a healthy, physically active life

Modifications
<p><i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i></p> <p><i>The students will be challenged by modifying all activities that they are doing to meet each student's ability and needs.. Changes are hard to plan and will be on the fly.</i></p>

21st Century Themes and Skills
<p>9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>

Commercial Township School District

Content Area: Health K-5

(using the NJ State Model Curriculum as a Guide)

Grade Level: 3-5

Pacing Chart Grades 3, 4, and 5	
Some lessons may be taught at different times of the year based on Guidance scheduling as well as outside providers as well as inclusion of lesson within Physical Education Classes	
Unit Name	Marking Period
UNIT 1: Personal Growth/Wellness (Model Curriculum Unit 1)	1
UNIT 2: Alcohol, Tobacco, and other Drug (Model Curriculum Unit 2)	2
UNIT 3: Family Life (Model Curriculum Unit 3)	3
UNIT 4: Community Health Skills (Model Curriculum Unit 4)	4

Commercial Township School District
 Content Area: Health
 Grade Level: 3-5
 UNIT 1: Personal Growth/Wellness

Unit Summary

Unit Summary This unit teaches students what personal wellness is and various positive or negative factors can contribute to overall personal wellness. Students will learn the value of eating healthy and staying physically active as well as other dimensions of personal wellness

Student Learning Objectives

**NJ Model Curriculum Number, SLO, Grade Level
 Corresponding NJCCCS**

1 Identify and explain factors (heredity, environment) that may have a positive or negative impact on personal health and fitness. 3 (2.6.4.A.4, 2.1.4.B.2)

4 Compare and contrast diets that contain healthy eating practices versus one that contains unhealthy eating practices. 3 (2.1.4.B.2)

7 Identify the physical, social, emotional and intellectual benefits of participating in daily physical activity. 3 (2.6.4.A.1, 2.6.4.A.4)

2 Identify public health strategies and determine their impact on preventing diseases and health conditions. 4 (2.1.4.C.1, 2.1.4.C.2, 2.1.4.C.3)

5 Create a healthy meal by identifying and analyzing nutritional data. 4 (2.1.4.B.1,2.1.4.B.2,2.1.4.B.3,2.1.4.B.4)

8 Analyze personal fitness levels to create and implement individualized wellness improvement plan. 4 (2.1.4.A.1,2.1.4.A.2, 2.6.4.A.1, 2.6.4.A.4)

3 Identify specific diseases and conditions that are prevalent in adolescents and determine strategies to prevent, detect and treat them. 5 (2.1.6.C.1)

6 Determine the benefits or risks that certain food choices and eating patterns have on one’s overall wellness. 5 (2.1.6.B.1, 2.1.6.B.2)

9 Analyze personal wellness and health practices (nutrition, physical activity) to develop, implement, and achieve 3 personal health goals. 5 (2.1.6.A.1,2.6.6.A.1, 2.6.6.A.4)

Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
Students will ... learn and apply health promotion concepts and skills to support a healthy, active lifestyle.	<ul style="list-style-type: none"> • Teacher Informal Observation • Class Participation • Class Discussion • Oral Question and Answer Response
Unit Resources	District/School Summative Assessments
Teacher Resources: http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf , www.learn360.com , Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org, OPENPhysEd.org, Health.org	Report Cards Progress Reports

Interdisciplinary Connections
Science

Prior Learning
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Modifications
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Commercial Township School District
 Content Area: Health
 Grade Level: 3-5
 UNIT 2: Alcohol, Tobacco, and other Drugs

Unit Summary
Comprehending how the appropriate use of medicine, avoidance of tobacco, alcohol and other drugs, proper emergency first aid procedures and compliance with safety rules can help one reduce risk of injury, maintain wellness and manage conditions which could otherwise negatively impact health.
Student Learning Objectives NJ Model Curriculum Number, SLO, Grade Level Corresponding NJCCCS
1 Identify decision making skills and how they relate to decisions involving the use of alcohol, tobacco, and other drugs. 3 (2.2.4.B.1)
4 Interpret a medicine label and identify pertinent information provided for responsible use. 3 (2.3.4.A.1, 2.3.4.A.2)
7 Identify the laws associated with the illegal use of alcohol, tobacco, and other drugs. 3 (2.3.4.B.1)
12 Identify the warning signs or symptoms that a person might exhibit if they are abusing alcohol, tobacco, or other drugs. 3 (2.3.4.C.1)
2 Describe how the decision-making process could be used to avoid substance use, misuse and abuse when being influenced by others. 4 (2.2.4.B.1, 2.2.4.B.2, 2.2.4.B.3)
5 Identify the possible side effects that medicines may cause even when used appropriately. 4 (2.3.4.A.2)
8 Discuss the possible short/long term effects and consequences that the use and abuse of alcohol, tobacco and other drugs or inhalants could have on one's health. 4 (2.3.4.B.2, 2.3.4.B.4, 2.3.4.B.5)
9 Describe situations or environments where second hand smoke could impact the health of nonsmokers. 4 (2.3.4.B.3)
13 Differentiate between drug use, misuse, and abuse. Determine factors (prescriptions use, not following prescribed direction, addiction) that may lead to each, and identify potential consequences. 4 (2.3.4.C.2, 2.3.4.C.3)
3 Determine effective decision making strategies that would assist in choices involving alcohol, tobacco, and other drugs. 5 (2.2.6.B.1)
6 Compare and contrast short and long term physical and behavioral effects of substance use and abuse caused by over the counter and prescribed medication. 5 (2.3.6.A.1)
10 Compare the effects and consequences of laws, policies, and procedures on people who use and abuse substances to those who do not. 5 (2.3.6.B.3)
11 Determine how laws/policies can have an effect on the health of both smokers and nonsmokers. 5 (2.3.6.B.2, 2.3.6.B.3)
14 Summarize the signs and symptoms of a person who is abusing alcohol, tobacco and other drugs, and determine how it affects personal wellness both short term and long term. 5 (2.3.6.B.2,2.3.6.C.1, 2.3.6.C.2)

Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
Students will ... Learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle	<ul style="list-style-type: none"> • Teacher Informal Observation • Class Participation • Class Discussion • Oral Question and Answer Response
Unit Resources	District/School Summative Assessments
Teacher Resources: http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf , www.learn360.com , Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org, OPENPhysEd.org, Health.org	Report Cards Progress Reports

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Science

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Commercial Township School District
 Content Area: Health
 Grade Level: 3-5
 UNIT 3: Family Life

Unit Summary
One's ability to successfully interact with others and maintain supportive relationships affects one's overall health and well-being. The ability to work collaboratively, use effective communication skills, refusal skills and negotiation skills, as well as an awareness of social support group available for those who feel abused or bu
Student Learning Objectives NJ Model Curriculum Number, SLO, Grade Level Corresponding NJCCCS
1 Describe the qualities (common values, love, emotional support) that form healthy family relationships. 3 (2.4.4.A.1)
4 Identify the characteristics and traits (physical, social, emotional) of adolescent development. 3 (2.4.4.B.1)
8 Identify how the health of the mother directly affects the health of the fetus. 3 (2.4.4.C.2)
2 Explain how qualities of a family (common values, love, emotional support) are fostered and may influence family members. 4 (2.4.4.A.1, 2.4.4.A.2)
5 Explain why puberty begins and ends at different times for each individual person. 4 (2.4.4.B.1)
9 Describe the fundamental stages of fetal development during pregnancy. 4 (2.4.4.C.1, 2.4.4.C.2,)
3 Distinguish types of relationships (family, friend, romantic) experienced by adolescents and determine healthy characteristics (trust, communication, honesty) that may influence each relationship. 5 (2.4.6.A.2, 2.4.6.A.3)
6 Compare and contrast changes that occur during puberty (physical, social and emotional) in both males and females. 5 (2.4.6.B.1)
7 Identify strategies (refusal skills) that adolescents may employ to resist pressure to become sexually active and remain abstinent. 5 (2.4.6.B.2)
10 Identify the signs of pregnancy. 5 (2.4.6.C.2)
11 Discuss the process of fertilization, embryonic growth, and fetal development and explain how the health of the birth mother affects a developing fetus. 5 (2.4.6.C.1)

Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
Students will ... Learn and apply information about alcohol, tobacco, other drugs and medicines to make decisions that support a healthy, active lifestyle	<ul style="list-style-type: none"> • Teacher Informal Observation • Class Participation • Class Discussion • Oral Question and Answer Response
Unit Resources	District/School Summative Assessments
Teacher Resources: http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf , www.learn360.com , Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org, OPENPhysEd.org, Health.org	Report Cards Progress Reports

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Science

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Commercial Township School District
 Content Area: Health
 Grade Level: 3-5
 UNIT 4: Community Health Skills

Unit Summary

All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle

Student Learning Objectives

NJ Model Curriculum Number, SLO, Grade Level, Corresponding NJCCCS

1 Identify criteria on which you should analyze situations to determine when a health -related decision should be made independently or with the help of others. 3 (2.2.4.B.1, 2.2.4.B.2)
3 Identify effective interpersonal communication skills (verbal/nonverbal) in health and safety situations. 3 (2.2.4.A.1)
6 Determine how an individual’s character develops over time and impacts personal health (physical, mental, emotional, social). 3 (2.2.4.C.1)
11 Identify specific health services in school and community and explain how these services assist people in addressing health emergencies and needs. 3 (2.2.4.E.1)
13 Identify different forms of abuse (physical, emotional, verbal, sexual) and the proper means of getting help. 3 (2.1.4.D.2)
14 Determine safe and unsafe behaviors in different settings and situations (home, school, automobile, fire safety, poison safety, traffic safety and rip current safety http://www.nj.gov/education/aps/cccs/chpe/) and strategies to reduce the risk of injury. 3 (2.1.4.D.1, 2.1.4.D.3)
17 Identify ways to cope with rejection, loss and separation. 3 (2.1.4.E.3)
2 Demonstrate effective decision- making strategies to identify and resolve potential situations of bullying, discrimination, violence, gang violence, and harassment. 4 (2.2.4.B.1, 2.1.4.E.2)
4 Demonstrate effective interpersonal communications skills in response to disagreements or conflicts with others. 4 (2.2.4.A.2)
7 Explain personal character traits that promote wellness and their importance in the local and world community. 4 (2.2.4.C.1)
9 Identify the impact that participating in different types of service projects may have on community wellness (environmental, social). 4 (2.2.4.D.1)
12 Describe when and how to seek the proper help when oneself or others are experiencing a health emergency. 4 (2.2.4.E.2)
15 Identify potential emergency situations and explain and demonstrate simple first aid procedures for choking, bleeding, burns, and poisoning. 4 (2.2.4.E.1, 2.1.4.D.4)
18 Identify what causes stress and describe strategies to deal with stressful situations. 4 (2.1.4.E.4)
5 Demonstrate how the use of verbal and nonverbal (conversation, physical gestures) interpersonal communication may impact the health of oneself or others we come into contact with. (i.e. being able to communicate the need for help in different situations) 5 (2.2.6.A.1)
8 Determine how preconceived attitudes and assumptions impact personal and family decisions and behaviors. 5 (2.2.6.C.1, 2.1.4.E.1)
10 Analyze one’s values and community needs and determine the potential impact of participating in community and service projects on self and others. 5 (2.2.6.D.1)
16 Summarize the common causes of intentional and unintentional injuries and develop strategies to reduce or prevent the risk of injury at home, school, and in the community. 5 (2.1.6.D.1, 2.2.6.D.1)
19 Analyze how one’s personal assets (confidence, compassion, intelligence) support healthy social and emotional development . 5 (2.1.6.E.1)

Unit Pacing	
<i>Learning Activities will be Unit long.</i>	
Concepts/Skills	Formative Assessment
Students will ... • Use health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle	<ul style="list-style-type: none"> • Teacher Informal Observation • Class Participation • Class Discussion • Oral Question and Answer Response
Unit Resources	District/School Summative Assessments
Teacher Resources: http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf , www.learn360.com , Pecentral.com , Spotify, YouTube, pegames.org, AAHPERD.org, NJAHPERD.org, OPENPhysEd.org, Health.org	Report Cards Progress Reports

Interdisciplinary Connections
Science

Prior Learning
Students will build upon previous skills to increase them creating a healthy, physically active life

Modifications
<p><i>Modifications for not only special education students but for English Language learners, students at risk for school failure and gifted students.</i></p> <p><i>The students will be challenged by modifying all activities that they are doing to meet each student's ability and needs.. Changes are hard to plan and will be on the fly.</i></p>

21st Century Themes and Skills
<p>9.1 Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p> <p>9.3 Career Awareness, Exploration, and Preparation: All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>

Curriculum Development Resources: Click the links below to access additional resources used to design this unit:

<https://www.state.nj.us/education/aps/cccs/chpe/>

<https://www.state.nj.us/education/modelcurriculum/peh/>

http://totowa.k12.nj.us/curriculum/Specials/Physical%20Education/curriculum_pe.html

www.pecentral.org

www.OPENphysed.org

www.pegames.org

www.AAHPERD.org

www.NJAHPERD.org

http://pe.dadeschools.net/healthliteracy/healthlit_curriculum/elementaryk-5healthcurriculum.pdf,

www.learn360.com